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Students involved would be underachieving junior high school students. They would be chosen to participate on the basis of estimated potential.

Three objectives are to raise the student's work to the level of his regular school, to help him overcome his special problems in basic learning skills, and to help him judge what he might become and achieve.

Teachers would be exceptionally gifted. Instruction would be individual and would emphasize programed curriculum materials, and other new techniques. Mechanical devices might be used. Also every effort to maintain a friendly, considerate atmosphere would be made.

Counselors would be used in addition to one teacher from the local school, who would accompany every seven students, would be trained to use new techniques, and would participate in courses designed to help him understand and work more effectively with the problems of underachievement, deprivation, and alienation among students.

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PROGRAM AND RESEARCH DESIGN
FOR A
REMEDIAL RESIDENTIAL SCHOOL FOR UNDERACHIEVERS

Cooperative Research Project No. F-033

North Carolina State Board of Education
Raleigh, North Carolina

and the

Learning Institute of North Carolina
Rougemont, North Carolina

1964

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Office of Education

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FOREWORD

In North Carolina in recent years there has been a growing concern on the part of many leaders in public and private agencies about developing a comprehensive approach for the improvement of education at every level for all the people of the State.

Among the notable advances of recent years have been developments in vocational education, the establishment of community colleges, upgrading requirements for certification of teachers and increasing teachers' salaries, inauguration of an experimental program that is seeking ways to improve the learning process in the first three grades of school, enlargement and expansion of the State's universities and colleges, and the establishment of a laboratory school for gifted high school students.

Contributing to this atmosphere of experimentation and innovation was a series of conferences in 1963-64 to which leaders in many fields relevant to the growth and progress of the State were invited by Governor Terry Sanford. They first spent some time in the State and then met to discuss their observations and proposals with the Governor and with a selected group of leaders in the State. Among those who participated were Buckminster Fuller, the engineer-architect-philosopher; John Ivey, Dean of the School of Education at Michigan State University, and Jerome Wiesner, then Special Assistant to the President for Science and Technology. At every session the basic role of education was stressed and the need for new approaches in education was emphasized.

In addition, numerous conferences were held with officials of the U. S. Office of Education and leading private foundations who were interested in innovative approaches to some of the persistent problems of public education.

It was in this atmosphere of concern and challenge that the concept was formulated for an experimental, residential school for underachievers with high potential. Its name, the North Carolina Advancement School, helps to describe its spirit and purpose.

Recognizing the need for a major educational research and development agency to assist in both launching new programs and evaluating them, the principal public and private educational forces of the State created the Learning Institute of North Carolina (LINC) in 1964. This organization came into being during the planning of the Advancement School and took over responsibility for both its planning and operation in the summer of 1964. Until then, the development of the project had been carried on in the Capitol Building in Raleigh as an adjunct to the office of Governor Sanford's aide, John Ehle, who played a major role in the planning of both the Advancement School and the Learning Institute. In July, 1964, the headquarters of LINC were moved to the Quail Roost Conference Center where the project was conducted until September when Dr. Gordon L. McAndrew, who had been appointed Director of the North Carolina Advancement School, assumed responsibility for completing, with members of his staff, the planning of the School from its headquarters in Winston-Salem.

We are grateful to a large number of men and women who gave time, thought, and effort at various stages to the planning of the Advancement School. Special appreciation is due for the encouragement and counsel given us by members and staff of the State Board of Education, Dr. Charles Carroll, State Superintendent of Public Instruction, and other members of the Department.

We are also indebted to officials of the U. S. Office of Education for their advice and assistance in the development of the proposals and for their suggestions of participants who could contribute to the conferences. Among those who gave such help were David Seeley, Special Assistant to the Commissioner; Dr. Francis A. J. Ianni, Director of the Division of Educational Research, and members of his staff in the Cooperative Research Program: Miss Kathryn Bloom, Mrs. Polly Greenberg, Miss Rosa Wiener, and Dr. William L. Wolf, Jr.; and Dr. Edward L. Brice, Director of the Adult Education Branch.

All of the participants in the planning conferences are listed in Appendix A. It was the members of these groups who developed the guidelines for the Advancement School. In addition, there is a large, unnamed list of men and women from all over the United States who responded to letters of inquiry about some aspect of this study or who had helpful suggestions about development of the research design, the school or its program to whom we wish to express our gratitude.

Dr. Thelma Thurstone, Professor of Education at the University of North Carolina at Chapel Hill, and Dr. Howard Miller, Head of the Department of Psychology in the School of Education at North Carolina State of the University of North Carolina at Raleigh, were both involved from the beginning of the project and participated in all the planning conferences.

Secretarial assistance for this project has been provided by Mrs. Lois Haswell and Mrs. Anne Sterling in Raleigh and by Mrs. Linda Crew, Mrs. Nadean Hawkins, and Mrs. Lou Marco on the LINC staff. Mrs. Nina King reported and summarized the planning conferences.

The writer was coordinator of the planning of the project from its beginning and, as Operations Director of LINC, maintains liaison between the Learning Institute and the Advancement School at the present time. The report which follows was prepared for the State Board of Education by the staff of LINC with the assistance of the staff of the Advancement School.

It should be clear to the reader that this report is limited to the planning activities which have resulted in the present nature of the North Carolina Advancement School. In no sense is it an effort to describe the operation of that school or the nature of its research findings. Reports on these matters will be forthcoming.

Ralph McCallister
Operations Director
Learning Institute of North
  Carolina
December 31, 1964

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I. PROBLEM - BACKGROUND

In North Carolina, as in many other states, almost fifty percent of the students entering the fifth grade do not graduate from high school.[1] Of those who do not complete high school many have normal ability, but have nevertheless failed to achieve any degree of academic success. They are seriously handicapped because they have not mastered basic study skills and because education has become for them an increasingly meaningless pursuit.

A concerned mother may not realize it, but her letter, along with others, in July of 1963 to Governor Terry Sanford focused the attention of his office on the problem of adolescents who, for one reason or another, perhaps as one of the consequences of an impoverished environment, have not learned to read successfully and are, therefore, doomed to failure in high school. In her letter received on July 8, she wrote:

> . . .I have a son, age 16, that just did not learn to read and spell in grade school. Now he is in high school and still can not read enough to study as he should. The pityful part he dose not won't to quit school.
>
> What I wont from you, is if there is a fund or any State operated school or Academy that I can send him to for at least a year.
>
> I have information on ______________ [name of a private school in a neighboring state]. But the cost is about $1,400.00 and with my $44.00 a week take home pay I just dont have the money. My son is more than willing to work to pay for as mutch as he can. I know how ineresting you are in Education. You can judge by this letter how mutch education I have and why I won't my Children to have as mutch as posiable. I hope you are not to busy to give this some coneration. We will be moore than grateful. Thank you so mutch for your time.

Governor Sanford looked into her problem, consulting with several members of his staff in the process, but he could only reply with regret that the State did not have funds or facilities for the type of instruction her son appeared to need.

---

[1] William W. Peek, Statistical Report on Drop-Outs, North Carolina Public Schools, Raleigh: State Department of Public Instruction, 1962 (mimeo.).

It seems likely, however, that this letter was, a short time later, still very much on the mind of John Ehle, a successful novelist who was then serving as the Governor's Special Assistant for Educational and Cultural Affairs. Mr. Ehle had gone to Winston-Salem to meet with Frederick H. Jackson of the Carnegie Corporation during the latter's visit to the first session of the Governor's School, a Carnegie-supported special summer program for high school students who are exceptionally gifted intellectually or artistically. In addition to this project, an idea was also adrift for the establishment of a North Carolina School of the Arts that could provide superior training, at both the high school and college levels, on a continuous basis for talented students from North Carolina and from throughout the nation. Community leaders in Winston-Salem, who had been enthusiastic about the Governor's School, were also eager to have the School of the Arts established there. John Ehle, accompanied by Mr. Jackson, surveyed a few sites that might be available for the School of the Arts. Among them was the City Memorial Hospital, scheduled to move into new quarters by June 1964. A complex of buildings, constructed between 1910 - 1950, on a ten-acre lot in a rather run-down neighborhood, the structures were not adaptable for the needs of such a school. Still, they were available and could house a fairly large number of students. And with the poignancy of Mrs. X's letter in mind, as well as the obvious use of a hospital for mending and restoring the human body, the idea came. Remediation. The hospital could be transformed into a residential school for diagnosing and alleviating learning problems away from the inhibiting influences of social and economic deprivation.

To be simply away from an inhibiting environment, however, would not be enough. Lack of achievement could not be blamed on the students or their environment alone. Somehow, the schools themselves were not succeeding in the job of helping students overcome their disabilities. Different means of instruction--different content, methods, techniques, and media--would probably have to be developed. To do this, the students' learning difficulties would have to be carefully diagnosed.

More important still, such a school could only accommodate a limited number of students who could not stay indefinitely. Not everyone who needed help would be able to attend. What would happen to students in such a school once they returned to the schools in which they had been so unsuccessful initially? Perhaps teachers could come at the same time as their students. While children were learning basic skills through new means of instruction, their teachers might be developing and learning how to use new instructional approaches which they could carry back and help disseminate throughout their local school systems.

These were the thoughts evoked by a letter from an undereducated mother to Governor Sanford. From his concern, the involvement of his staff with her problem, and the inspection of an old hospital for possible use by students talented in the arts came the genesis of the North Carolina Advancement School, a residential laboratory school for underachieving students and their teachers.

These basic ideas were developed quickly and elaborated somewhat in the Governor's Office in the ensuing weeks with the cooperation of the State Board of Education and the State Department of Public Instruction. The seeds were being sown for the establishment of a school that would utilize the educational resources of the State in attacking the twin problems of deprivation and underachievement. In addition to the School, it also seemed wise to establish a research center to investigate problems pertaining to underachievement.

By November a general plan had been developed which provided for four 11-week terms at the School during which underachieving junior high school students of average or above-average ability, who had been nominated by their superintendents on the basis of their estimated potential, would be enrolled. While gaps between standard measures of intelligence and achievement might form the primary basis for nominating students, other evaluative measures would probably be necessary to discover the potential of adolescents from disadvantaged backgrounds. The School would select from those who had been nominated, grouping the students to be taught during a particular three-month session according to their abilities and needs on the basis of information provided by their home schools and testing done in the first days of attendance at the Advancement School.

Each student would share a room with one other enrollee. He would be fed a simple balanced diet, would be provided with such items as eyeglasses and clothing if he needed them (at his parents' expense if they could afford to pay), and would undertake an educational program with three objectives: 1) to keep him abreast of the work going on in his regular school; 2) to help him overcome his special problems in basic learning skills; 3) to help him judge what he might become and achieve.

Instruction would be individualized and would emphasize the use of exceptionally gifted teachers, of programed curriculum materials, and of other new media and techniques. While mechanical devices might be used extensively, every effort would be made to create a considerate, friendly atmosphere at the School, an atmosphere that would provide within the course of three months an experience in "good living."

In addition to the counselors and gifted teachers on the permanent staff of the Advancement School, a teacher from the local school would accompany every seven students from that school. He would work as an associate to the teachers on the permanent staff, be trained to use new techniques, and participate in courses designed to help him understand and work more effectively with the problems of underachievement, deprivation, and alienation among students.

These ideas created a framework for the School, but greater resources were needed to help develop the details. The Carnegie Corporation could see the possibilities of such an undertaking and provided encouragement with the announcement in November 1963 of a grant for $500,000 for the North Carolina Advancement School, conditional upon securing the remainder of the funds necessary to operate the program and also on securing cooperation from one or more universities in developing the School's curriculum. North Carolina had made a beginning. It had the ideas and a site, the City Memorial Hospital in Winston-Salem, for the Advancement School that these ideas embodied. It had $500,000 from the Carnegie Corporation, could count on about $1,000,000 from the State Board of Education, but would need over $1,000,000 more to renovate the hospital in Winston-Salem and to conduct the research program and operate the School for three years.

In order to gain support from other sources, details would have to be outlined to indicate that a unique program could be established and could become a model for the establishment of similar programs elsewhere. To do this, educators and researchers in such fields as psychology, sociology, and anthropology should be involved in further planning. Thus, a proposal was submitted in early December to the Cooperative Research Program for a "developmental activity" to plan a "program and research design for a remedial residential school for underachievers."

II. OBJECTIVES

The Cooperative Research Proposal contained two major objectives which overlapped one another. One of these was to plan all aspects of a racially integrated, experimental, residential laboratory school for culturally deprived, underachieving pupils, grades eight through twelve. The following areas were proposed on which detailed planning might focus:

1. The determination of categories of pupils most appropriate to the educational program and of exact means of selecting these pupils.

2. The design of experimental methods, techniques, and groupings best suited for advancing the educational performance, including motivation, of underachieving pupils.

3. The design and testing of curricula and curricular materials most likely to achieve the educational and research objectives of the program. Of primary importance will be the improvement of basic skills (reading, writing, speaking, arithmetic).

4. The design of a counseling program to deal, in concert with the instructional program, with diagnosing and remedying individual learning problems, career planning, continuing follow-up of pupils and teachers in their homes and communities, and articulating the program of the residential school with that of the regular home and school environments.

5. The creation of a school environment, including architectural and cultural factors, to stimulate pupils and enhance their performance.

6. The development of a program to select and train teachers through their involvement with pupils, activities, master teachers, and special consultants at the School.

The other major objective was the development of guidelines for a research program embracing fundamental efforts to analyze underachievement and to promote its correction. It seemed likely that the following areas would emerge in the planning sessions that would need the further attention of a research staff:

1. Exploring the causes of underachievement and educational disabilities through standard or new diagnostic devices.

2. Developing methods of evaluating the success of the School through anthropological and sociological techniques.

3. Inventing teaching devices, techniques and materials for students to use at the special school and also to take back to their home schools in order to continue the work begun during their term of residence.

4. Experimenting with various approaches to in-service teacher education for the "teacher-students" (teachers who would come with the pupils to the residential school).

5. Applying findings from the social and behavioral sciences to the problem of putting administrators and teachers in the public school system on the side of progress and improvement, freeing them as much as possible from a determination to maintain the status quo. This would be more than dissemination of new research discoveries; it would involve making new approaches useful in the local schools after their development and trial at the Advancement School.

III. RELATED RESEARCH

A search of the literature, as well as inquiries made to educational authorities throughout the country, yielded no information about any existing experimental residential programs for underachieving youth of average or above-average potential Information was obtained, however, about several programs that have been established throughout the nation that aim at enriching the educational experiences of the deprived and the segregated. Among those which suggest approaches that might be incorporated in a residential program for underachievers are:

The Demonstration Guidance Project at Manhattanville Junior High School in New York City, which began in September 1956 in a junior high school near the heart of Harlem, has been a prototype for the subsequent Higher Horizons Program. Components of the project included intensified testing and guidance, cultural enrichment, stimulation of parental interest and support, and remedial reading and mathematics instruction. Students participating in the project improved in reading ability at an accelerated rate of growth, realized considerable gains in IQ scores, and showed a 20 percent increase in the number of those who completed their secondary education.[1] Although a later evaluation of the more widespread Higher Horizons Program does not indicate such dramatic results, further evidence is given for the importance of providing remedial work in basic educational skills to early adolescents.[2]

The Banneker School Project in St. Louis, by employing novel programs, developing new teaching practices and stimulating concerted efforts on the part of the schools, parents, and community, has achieved some remarkable changes in both achievement and school attendance. Particularly notable has been the rise of more than ten points in the average IQ score of eighth grade Negro pupils from an original base of about 85 during a 5-year period.[3]

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[1] Daniel Schreiber, "The Higher Horizons Program," Research Bulletin, New York State School Boards Association, Vol. 4 (September 1962), No. 3.

[2] J. Wayne Wrightstone, Evaluation of the Higher Horizons Program for Underprivileged Children, Cooperative Research Project #1124, U. S. Office of Education, 1964.

Great Cities School Improvement Programs have been established in 14 of the most populous cities in the nation to focus on improved educational programs for children in disadvantaged communities. In Chicago, the project places primary emphasis on boys and girls who are 14 years of age or over but still in elementary school. Such retarded pupils from eight elementary schools have been grouped in one center in classes of 30. They study units of work or topics that have been based on their maturity, interests, and possible vocational aspirations. A reading clinic has been established within the center and teachers, working in teams of three, are experimenting with new approaches to classroom instruction in reading. After-school activities have been formed which include band, vocationally-oriented low-order skill classes, a pre-employment class, and a reading laboratory.[4]

The Detroit Great Cities School Improvement Program has a five-part approach designed to modify teaching-learning conditions as well as to improve home and neighborhood conditions. The five parts include teacher orientation and training to develop more realistic perceptions on the part of the teachers of their deprived students as well as to develop teaching competence and insights in working with such children. A second area is concerned with the improved use of available instructional materials and equipment and development of appropriate instructional materials and teaching aids. Thirdly, the program is concerned with developing organizational patterns that will provide for greater flexibility and more efficient programing. In the fourth place, special personnel, such as remedial teachers and school community agents, are being added to the schools. The fifth component concentrates on the involvement of public and private organizations in developing school-home-community activities in order to coordinate efforts to upgrade community life.[5] These means are similar to those by which "The Central Hypothesis" of the Great Cities Program states that the problems of children from deprived backgrounds can be effectively and economically solved. Carl L. Marburger, Director of the Detroit Great Cities Project states that "certainly the central hypothesis put forward by Great Cities educators as a viable solution for the problem of providing a good education for the child with limited background, can be used to provide a good education for all children." Marburger points out that special projects related to the five-part approach, such as those included in the Detroit program, would be without purpose if teachers did not have a chance to be experimental innovators and free to do things that are important for children. Such a climate for innovation, he contends, depends greatly on the administrative style of a school's principal.[6]

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[3] Samuel Shepard, Jr., "The Banneker School Project," in Susan W. Gray (ed.), Today's Educational Programs for Culturally Deprived Children, Proceedings of Section II, Seventh Annual Professional Institute, Division of School Psychologists, American Psychological Association, Nashville, Tennessee: George Peabody College for Teachers, 1962. See also Patricia Sexton, "Negro Career Expectations," Merrill-Palmer Quarterly, Vol. 9 (October 1963), pp. 303-16.

[4] Anita Y. Boswell, "Some Special Projects of the Chicago Board of Education," in Programs for the Educationally Disadvantaged, Washington: U. S. Department of Health, Education and Welfare, 1963.

In a similar vein, several studies indicate that the social and academic climate of a school affects its students' attitudes toward study as well as their educational aspirations.[7] In reviewing their findings, Havighurst recommends as one procedure to improve the lower class school the establishment of special talent discovery and development programs. He warns, however, that usual testing procedures probably will not reveal the potential talent possessed by lower class youngsters.[8]

Any program of educational intervention designed to raise achievement must assume that achievement and intelligence are mutable and not impervious to training. Bloom's review of numerous longitudinal and developmental studies indicates that intelligence is indeed not constant but rather developmental in character. He further estimates that the total effects of extreme environment are about 20 IQ points but that these effects are not spaced equally at different age levels. While they are probably most significant prior to the age of 8, when he estimates that 80 percent of the intelligence measured at age 17 is developed (92 percent at 13 years), Bloom found his estimate that environmental variations would affect four units of an IQ between the ages of 8 to 17 to be substantially under the absolute amount of observed effects.[9] An ongoing study by Deutsch and Brown supports the estimates of Bloom and points to preschool experience as a particularly significant factor in diminishing the effects of environmental deprivation on intelligence.[10]

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[5] A. Harry Passow (ed.), Education in Depressed Areas, New York: Teachers College, Columbia University, 1963.

[6] Carl L. Marburger, "Considerations for Educational Planning," in Passow, op. cit.

[7] Alan B. Wilson, "Class Segregation and Aspirations of Youth," American Sociological Review, Vol. 24 (1959), pp. 836-45. See also John A. Michael, "High School Climates and Plans for Entering College," Public Opinion Quarterly, Vol. 25 (1961) pp. 585-95 and Patricia Sexton, Education and Income, New York: Viking Press, 1961.

[8] Robert J. Havighurst, "Urban Development and the Educational System," in Passow, op. cit.

On the other hand, Lee found in his study of Negro in-migrants to Philadelphia that Philadelphia-born pupils scored significantly higher when entering the first grade than did in-migrants. When retested, however, at the ninth grade, the Philadelphia-born pupils were no different.[11] Riessman, while not discounting the importance of early childhood education, suggests that education in its present transition period should focus on the development of special afternoon, weekend and vacation programs for sutdents whom the schools are about to lose in that ". . .much more attention must be given to our present-day adolescents."[12] A recent report summarizing research on deprived youth suggests that the disadvantaged student by the time he approaches adolescence has frequently given up hope for the future. Having been unable to meet the school's demands and, as a result, having experienced frequent punishment, he finds little relevance in education for the realities he sees ahead. More relevant for him at this stage is his membership in a peer society which is far removed from and much more exciting than "the school with its emphasis on learning tasks, deferred gratifications, and adult-controlled social activity . . . As one views the problems of the adolescent, and especially those of the culturally disadvantaged adolescent, against the present organization and curriculum of the schools, it becomes clear that the schools are not meeting the special needs of this group."[13]

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[9] Benjamin S. Bloom, Stability and Change in Human Characteristics, New York: John Wiley & Sons, 1964.

[10] Martin Deutsch and Bert Brown, "Social Influences in Negro-White Intelligence Differences," Journal of Social Issues, Vol. 20 (April 1964), pp. 24-35.

[11] Everett S. Lee, "Negro Intelligence and Selective Migration," American Sociological Review, Vol. 16 (April 1951), No. 2, pp. 227-233. See also Otto Klineberg, Negro Intelligence and Selective Migration, New York: Columbia University Press, 1935, and Klineberg, "Negro-White Differences in Intelligence Test Performance: A New Look at an Old Problem," American Psychologist, Vol. 18 (April 1963), pp. 198-203, as well as Wallace A. Kennedy and others, Standardization of the 1960 Revision of the Stanford-Binet Intelligence Scale on Negro Elementary School Children in the Southeastern United States, Cooperative Research Project #954, U. S. Office of Education, 1962.

[12] Frank Riessman, The Culturally Deprived Child, New York: Harper, 1962.

Profiles of the school dropout indicate that he is of average ability with an IQ from 90-110 and is reading two or more years below his proper grade level. While his achievement levels do not differ markedly from the norms for his grade level during his first five years of schooling, his achievement, grades, participation in school activities and school attendance decline sharply in the ensuing years, reaching their depths in the eighth, ninth and tenth grades, indicating that school has become an increasingly unattractive place for him.[14]

These findings suggest that novel curricula, unique approaches, and greater skills are needed in order to promote effectively the continuing education of adolescents. Deutsch, for example, found that Negro students tended to drop a problem when it became the least bit difficult, but when engaged in work related to Negro History Week, were more involved and concentrated longer on their work than had been observed otherwise.[15] While this would suggest that content should be developed that would engage the learner, considerable attention should also be given to the methodology of instruction. Riessman suggests that because the deprived child prefers "doing" rather than writing, talking or reading, teaching machines are likely to be particularly effective in teaching him.[16] Malpass' comparison of two types of machines with traditional instruction in spelling and vocabulary tends to confirm this suggestion.[17]

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[13] Benjamin S. Bloom, Allison Davis, and Robert Hess, Compensatory Education for Cultural Deprivation, Report from the Research Conference on Education and Cultural Deprivation, University of Chicago, June, 1964 (mimeo.). (To be published by Harper & Row in early 1965)

[14] See William W. Farquhar, Motivation Factors Related to Academic Achievement, Cooperative Research Project #846, U. S. Office of Education, 1964; Miriam L. Goldberg, "Factors Affecting Educational Attainment in Depressed Urban Areas," in Passow, *op. cit.*; Daniel Schreiber (ed.), The School Dropout, Washington: National Education Association, 1964; Greensboro, North Carolina Public Schools, Report on School Leavers, 1962.

[15] Martin Deutsch, Minority Group and Class Status as Related to Social and Personality Factors in Scholastic Achievement, Monograph No. 2, Ithaca, New York: Society for Applied Anthropology, 1960.

[16] Frank Riessman, *op. cit.*

While this review of the foregoing projects and research findings suggests approaches, methods and further research to be conducted primarily with disadvantaged youth, many would seem to be appropriate also for the underachieving student who may or may not be disadvantaged socially or economically. Certainly the more fortunate student who is not achieving in accord with his potential is also in need of a richer educational program that demands curricular improvement, additional services, and further training of teachers.

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[17] Leslie F. Malpass and others, Comparison of Two Automated Teaching Procedures for Retarded Children, Cooperative Research Project #1267, U. S. Office of Education, 1963.

IV. PROCEDURE

A. THE PLANNING CONFERENCES

In order to tap the knowledge of educators and scholars expert in relevant areas, a series of planning sessions was held to design a research and instructional program that would attack the problem of underachievement among junior and senior high school students. Plans called for a general planning conference to develop the conceptual nature of the research and instructional program. Work sessions were to follow that would consider topics developed at the general session in the following areas: Types of Pupils and How to Select Them, Teaching Methods and Curriculum, Counseling and Continuing Contact in the Home and in the Local Schools, Cultural and Physical Environment, Teacher Training, and Structure of the Research and Evaluation Effort. Finally there would be a conference, composed of participants from the previous sessions and representatives from the public schools, to summarize the results in terms of their operational applications.

Prior to each of the conferences, Governor Terry Sanford sent an invitation to each participant, along with general information about the proposed project. In addition, the conferees were sent specific information about the problem to be discussed and, as time went on, summaries of the planning sessions which had been held previously. The Governor attended most of the planning conferences and after a conference had been held, he also sent letters of appreciation to each participant.[1]

A proposal for further support was submitted to the Office of Education by its March 1 deadline. At that time, only the general planning conference had been held and the proposal reflected the conceptual framework developed at it.[2] Summaries of later planning sessions were submitted, however, as supplements to the initial Curriculum Improvement Proposal.

B. OTHER PLANNING ACTIVITIES

Following the recommendations made in several of the planning sessions, additional planning activities were also undertaken. These included the preparation of some curricular materials, a meeting to explore further the topic of motivation, and consultation with several experts on such subjects as media and school libraries. With the approval of the Curriculum Improvement Proposal in June planning became more pragmatic and more concrete. Regional conferences were held with the superintendents of school districts in North Carolina on the nomination and selection of students and teachers who would attend the North Carolina Advancement School. At this point, it also seemed wiser to culminate the planning with the operation of a six-week pilot session at the School, rather than with a summary conference. Some participants from the initial planning sessions were invited to visit the School during this period in order to make critical observations.[3]

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[1] The correspondence and information distributed to the participants, names of the conferees, and the work session schedules may be found in Appendix A.

[2] The Curriculum Improvement Proposal submitted February 28 is reproduced in Appendix B.

The planning conferences and additional planning activities are described in the following section.

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[3] A report of these critical observations appears in Appendix C.

V. ANALYSES OF THE DATA AND FINDINGS

A. THE PLANNING CONFERENCES

1. THE GENERAL PLANNING SESSION

The general theme emphasized throughout this first conference was the need for flexibility, for a willingness to experiment and to alter established patterns when experimental results indicated that it would be desirable. Governor Sanford talked with the conferees about a number of educational programs going on in the State so that they might see how the Advancement School and accompanying research activities might fit in with the general educational climate. Discussion by the participants centered around the topics to be considered at the future planning sessions. The following is a summary, organized according to these topics, of the main points raised by members of the committee.

Teaching Methods and Curriculum - Since the program of the Advancement School would be expected to affect the entire public school system, the necessity of developing methods and materials which could be used in the public schools was stressed. One of the major questions discussed at length by the committee was whether an effort should be made to maintain the students in the subjects they would normally be studying in their home schools, or whether this should be secondary to more intensive concentration on a particular area of deficiency--e.g., reading. It was assumed that students' underachievement would be most prominently displayed in their reading levels, which would be accompanied by underachievement in other academic areas. Therefore, major focus on developing skills in reading would probably result in raising achievement in other subjects, whether they were studied specifically or not. It was suggested that reading content from other subject areas could be used to develop reading skills. It was also suggested that work in the mornings might be devoted to remedial reading to be followed by intensive work in the afternoons in specific subject areas.

Whatever the instructional emphasis, individualized patterns of instruction should be developed that pay particular attention to motivational factors. Instruction should be organized, therefore, to permit various groupings of students and individualized help. At the same time, care should be taken that students do not develop too great a dependence on their teachers, in order that their learning gains might continue after they return to their regular schools.

In discussing the material to be used particular attention was paid to programed instruction. The programed materials currently available are not likely to be entirely adequate and the question was raised as to whether or not the Advancement School should attempt to produce its own materials or should arrange for their production by commercial firms. A "learning resources center" was described as potentially desirable in a situation such as that of the Advancement School. In such a center, teaching roles and teaching devices of all types would be coordinated around a central theory of learning toward the accomplishment of the desired objectives.

Cultural and Physical Environment and Activities - To accomplish the School's objectives, the cultural and physical environment should be constructed to positively influence motivational patterns of the students. Consideration should be given to the possibility that discontent with the home environment might emerge as a result of its divergence from that of the Advancement School. Considerable experimentation should be put into an attempt to discover how the cultural environment should be constructed to maximize the transferability of learning from the special setting of the Advancement School to a probably very different home atmosphere.

Considerable attention, also, should be paid to providing opportunities for self-expression to the students. In a more specific discussion of the recreational program, aspects of the Brown University Summer School program, which makes use of college students as counselors, were suggested for possible application at the Advancement School.

Diagnostic Procedures, Counseling, and Continuing Contact in the Home and School - In order to develop an adequate instructional and counseling program, preliminary diagnostic examinations should be given to the students. Pretesting of the students should also include a physical examination. The importance of a thorough hearing test was emphasized and the need for this to be given at the School itself was discussed.

Stress was placed on creating a positive, inviting image of the School, particularly in terms of the psychological effects on students prior to their admission. Therefore, the School should not be described in terms of remediation and the title, Advancement School, was considered to be a particularly good one.

In the same vein, careful orientation of both parents and local school personnel would be extremely important. Attention should be given, therefore, to involving principals, school board members, and superintendents of schools--in fact, school personnel on all levels. Provisions should be made for their observation of the School in operation.

A counseling pattern should be developed that would provide, in both the Advancement School and cooperating schools, for different types of students. Counseling, for instance, would take a different form for children with motivational problems than for children who are doing well in their local schools but, nevertheless, rank low in achievement as measured by national norms. In order to continue the counseling program after students return home, a team of counselors, who had been trained at the Advancement School, might make periodic field trips to the local schools.

Types of Pupils and How to Select Them - In order to attack the learning disabilities of students before they might otherwise become school dropouts, enrollees should probably be drawn from the eighth or ninth grade level. Within this general grade level category there would be many subgroups of underachievers in terms of motivation, specific learning disabilities, and backgrounds.

Among the questions raised for discussion at the future work sessions were: Should boys and girls be mixed? What should be the IQ level of the children selected? What effects will varying degrees of racial integration have on the program? To what extent are IQ tests valid for determining a student's potential? Assuming that students with severe emotional problems will not be admitted, will a thorough psychological examination be needed to detect them? The psychological importance of the students being volunteers was stressed.

A statement from the State Department of Public Instruction for use by the work session committee on pupil selection would be helpful. This should provide an analysis of the principal problems of the area as well as a socioeconomic profile of the student population of the State.

Teacher Participation - Emphasis was placed on the need to locate people as both permanent staff and as participating teachers who were imaginative and flexible. They should be at least somewhat receptive to inducements to discard traditional punitive instructional approaches and to use methods based on an understanding of subcultural differences. It would, therefore, be desirable to have a social anthropologist on the planning committee for teacher education.

The teacher training functions might be twofold, within the context of the school and more generalized, though perhaps less effective, through dissemination of materials and methods by teachers who had been trained at the Advancement School. To execute the latter function, arrangements would be needed for periodic meetings of these teachers to compare notes after their return home. The use of teachers trained at the Advancement

School for training other teachers in their school districts should be given further consideration.

In order to avoid a conflict of function with already established teacher training institutions, the terminology, "in-service education for teachers" should be used rather than "teacher training." Consideration should be given to including nonteaching personnel, school counselors in particular, from the local school systems in the in-service education program at the Advancement School. Replacing the local teachers and counselors who are to serve at the Advancement School may be a particular problem, and the possibility of providing training at the Advancement School for replacements, such as returning Peace Corps volunteers, should be considered.

In order to disseminate the methods, materials and techniques developed at the Advancement School most effectively, perhaps no less than two teachers should be taken from each of the participating schools during a session. They might then reinforce one another upon their return to the local schools. Perhaps all or half of the students and teachers each term ought to be selected from a small number of schools identified on the basis of their need for assistance, their commitment, and the commitment of their school boards to the program.

Structure of the Research and Evaluation Effort - Whether the Advancement School would be an experimental research program or a demonstration was discussed at length. If it were to be the former, it was suggested that there should be a carefully worked out experimental design with control groups to insure scientifically viable results. On the other hand, there may be too many variables for true experimental control, and final evaluation of the program's success would have to be found in its implementation in the field. There was concensus that the school would be experimental, in that only experimentation would reveal that which would be desirable to demonstrate. In serving as a model of operation, its primary focus would be on service to students, and secondarily, it would be a teacher training enterprise. At a later stage, it might focus on developing a certain number of satellite schools in subregions throughout the State.

The Learning Institute of North Carolina's[1] involvement with the Advancement School was also considered and seen as twofold: LINC would evaluate the experimental programs of the Advancement School and help design new ones. This would combine traditional research with the newer concept of "curriculum development." Among the undertakings the Learning Institute might pursue would be production of materials for use in the Advancement School. On the other hand, research might be concentrated on "strategies of innovation"--that is, the study of means by which new techniques could be successfully introduced into school systems as a whole. In line with this, materials being tried out in the Advancement School might also be used with control groups in nonresidential situations to determine their transferability.

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[1] A private nonprofit organization established by the major educational agencies in North Carolina to promote innovation and research at all levels of education in the State and to

2. MEETING OF THE COMMITTEE ON CURRICULUM AND METHODS

The second in the series of conferences was the meeting of the Committee on Curriculum and Methods. It was held in Raleigh on March 16 and 17. The conference opened with an outline of related educational projects in North Carolina and a description of some of the assumptions on which the conferees would base their discussion. In addition, Dr. Nile Hunt, Director of Instructional Services in the State Department of Public Instruction, outlined the current 8th grade curriculum in North Carolina schools[2] and also described the public school population of the State.

The committee as a whole devoted further consideration to the question of whether it would be wise to attempt to maintain students at the Advancement School in subjects they would normally be studying in their home schools. There was general agreement that the primary focus of the School should be on remedying deficiencies in basic skills with maintenance work as a secondary consideration. Improvement in basic skills and motivational patterns would provide the children with the tools they need to catch up by themselves when they return to their home schools. Furthermore, some of the subjects in the North Carolina 8th grade curriculum might be introduced as reading material for the students.

In discussing materials to be used in the School, there was agreement that the greatest need was for materials at a sufficiently mature interest level, but at a reading level

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seek solutions to the problem of educating students with whom the schools have been unsuccessful.

[2] By this time it had been decided that the School would enroll 8th graders only.

within the capacity of the students. Such materials are not widely available and an intensive search for them should begin immediately. It is likely that the Advancement School or the Learning Institute will have to produce some of these materials. To develop them most effectively, educators and teachers should work in close cooperation with leading scholars in the particular subject areas. It will be important to bear in mind that these materials should also serve the public schools.

A more extensive in-service education program than has been anticipated for the local teachers participating in the Advancement School may be required. Many 8th grade teachers, for instance, are certified in high school subject areas and have not had special training in the teaching of reading or in remedial instruction. In order to obtain the most effective use of new methods and materials that are introduced, on-the-spot demonstrations should be given for the benefit of both the permanent staff and the participating teachers. It will also be necessary to provide local demonstrations to show teachers in the cooperating school systems that new methods are applicable outside the controlled environment of the Advancement School.

It was generally agreed that the first year of the Advancement School would be a pilot year to discover which materials and methods were most effective with underachieving children. On the basis of findings during this period, attempts could then be made to program the materials or otherwise systematize their use.

Following the general discussion, the conferees met in four separate work groups to explore the following topics: Learning Autonomy and Enhancement of Self-Respect, Methodology, Reading and Language Arts, and Mathematics. The following are summaries of the reports of each of these work groups:

Learning Automony and Enhancement of Self-Respect - During the general sessions of the entire committee, the opinion was frequently expressed that an underachieving child of high potential usually lacks a feeling of personal worth. His lack of respect for himself has as its corollary a lack of respect for the value of education in his personal situation. The committee felt that an attack on the basic problem of the child's concept of self, his individual motivation, should form an important part of the curriculum of the Advancement School. One means of increasing the child's self-confidence would be to offer him as many occasions for personal autonomy, for independence of action, as possible--both in academic and nonacademic areas. In developing the curriculum, therefore, the following should be considered:

Individualization of the program - Part of the program should deal with the diagnosis and remedy of the individual student's problems. The structure of the physical environment should be carefully considered in this context, with arrangements made for individual and small group work. Students should be given an opportunity to choose elective subjects, though these would of necessity fit within a designated pattern. Programed instruction would be valuable in this connection because of its individualized pacing.

Diversity of program - Many avenues to success should be open to the children. Art, mathematics, physical education, reading, and social activities all offer opportunities for individual accomplishment.

Self-government - Opportunities to make decisions affecting others will aid in giving pupils a feeling of self-worth. Provisions should be made, therefore, for self-government in recreational activities, mealtime routines, social activities, and election of leaders for certain subgroups.

Self-expression with "visible products" - The students should have opportunities to express their individuality in creative ways--through art, music, dramatics, production of a newspaper, poems, stories, etc. These all yield "visible products," results that the child can share with others.

The academic program - The instructional program should afford the child a certain amount of initial success to encourage his continuing efforts. But this success must be meaningful, involving materials at the student's level of interest.

The teaching philosophy - The philosophy of the School should be that "we are all seekers after the truth." The teacher should encourage the child to make his own discoveries rather than just presenting him with a ready-made body of facts to be memorized. This approach might be implemented through mechanical experiments, through speculation about the future, and so on. Every effort should be made to encourage freedom of exploration and development of a feeling that the child is capable of finding acceptable answers by himself.

Related to this is the need to encourage divergent thinking by giving the child a feeling that there are many different paths to success and that all answers are respectable. The student should be given time to think and should be encouraged to develop his own ideas on a given subject. In this same vein, is delay in evaluation. No answer given by a student should be immediately dismissed as wrong. With the passage of time, there seems to be a sort of diminishing personal reaction to criticism.

The child should be afforded *models of the right way to respond to failure*. One example of this is the athlete who strikes out but who does not throw the bat down and stalk off the field.

The Advancement School should be staffed with *knowledgable teachers* with thorough grasps of their subject areas. Such teachers are able to accept a variety of individual approaches with aplomb because they themselves know where the students' ideas will eventually lead.

The goal of the Advancement School, after all, is not simply the accumulation of knowledge by the students, but rather their acquisition of positive attitudes toward learning and the excitement it can afford. It is far more important for a student to learn how an experiment works than it is for him to learn the various facts resulting from that experiment.

Orientation of staff and personnel - There should be a definite orientation program for such staff members of the Advancement School as the dormitory supervisors. They too must be aware of the goals of the School and the reasons for giving the children freedom and independence of action.

Methodology - *materials and equipment* - The Advancement School should provide a wide variety of "standard materials"--films, periodicals, pamphlets, pictures, models, slides, microfilm, maps, charts, radios, programed materials, books and kits, projectors, teaching machines, tape recorders, and TV receivers. It should also have facilities where teachers can be assisted in producing new materials. This would not mean, for example, that the teachers would actually write all the mathematical materials themselves; rather, thay would have at hand the means for developing devices which would be useful in communicating concepts in mathematics more effectively.

A person or committee to survey available materials should begin work immediately. It would be advisable to have the teachers at the School sometime in advance of the students so that they could become familiar with the materials available and perhaps be provided with teaching models, if only on film, for their use.

Goals and incentives - The goals to be achieved with the students are three: 1) Diagnosing and remedying their individual academic deficiencies; 2) Devising means for motivating the students, such as production of a school newspaper, opportunities for artistic expression, the assignment to students of specific responsibilities, and their participation in the social and cultural activities of the community; 3) Devising means of internalizing motivation to develop a feeling among students that they have accomplished something worthwhile for themselves and for the State upon their completion of a term at the Advancement School. This accomplishment should be symbolized in an effective way--by a diploma, for example.

Every effort should be made to make the students and all others aware of the significant experiment in which they are participating. Incentives should also be provided for the participating teachers. Perhaps it would be possible to offer them certificate renewal credit. The permanent staff should be given good salaries for their work at the Advancement School, and perhaps an additional stipend should be provided for the participating teachers during their stay at the School.

Other methods - The grouping of students at the Advancement School should be flexible. Provisions should be made for work in isolation, for individual tutoring, and for the use of small and large group techniques.

To facilitate the transfer of methods and ideas from the Advancement School to public schools, it was recommended that at least two teachers be brought from each participating school so that they may reinforce one another upon their return. If it is possible, these two should come at the same time and be replaced by teachers trained at the Advancement School. If this is not feasible, they should come in successive terms. This latter procedure might necessitate the employment of only one replacement teacher.

The committee emphasized the need to develop the School as an experimental, laboratory enterprise which would be seeking out and testing the most useful materials and methods to alleviate the students' academic deficiencies. The School should, therefore, be organized to facilitate the development and trial of effective curricula and techniques.

Reading and Language Arts - Though there will be many factors involved in the underachievement of students at the Advancement School, the conspicuous behavior which many of these children will exhibit will be low reading ability. Attention to their reading problems should, accordingly, bring about an improvement in their overall school achievement. The work group on reading and language arts recommended that a broad program in language arts be established which would emphasize the following: writing, spelling, listening skills, handwriting, oral communication and correct speech, efficient reading, reading comprehension, use of the library for obtaining information and for recreational reading, concept formation, and grammar.

The range of reading abilities represented among students at the Advancement School will probably be at least four or five grades. Diagnostic tests of reading ability may be expected to uncover a variety of specific disabilities and causes for failure to read at the level of expectancy. Thus, a well-planned, individualized program of curriculum materials and methods of instruction should be used to improve reading skills.

The core program in language arts and social studies at the 8th grade level should be one of the first to receive major attention. Materials covering various topics in the curriculum should be collected that will cover a wide range of reading levels.

If the School is to open in the fall of 1964, it will be necessary to make the best possible use of materials that are already available. Lists of reading resources classified according to grade level for reading ability and for interest level should be consulted. Steps should be taken immediately to begin a continuous project of preparing new materials to fill in gaps not covered by those that are available.

Audio-visual and other aids should be used to provide background information as a basis for reading. Wide use should also be made of library readings covering a wide range of interest levels and skills. Materials should be obtained that are aimed at developing reading for understanding. They can be augmented by teaching machines and other programs that seem suitable to the purposes of the language arts and reading curriculum.

In that reading skills are essential to the learning of all subject matter, every teacher should be a reading teacher.

Mathematics - Mathematics instruction in the Advancement School should consist of two phases. The first would take place in the classroom and consist of materials new to the students; the second would be remedial instruction given on an individual basis.

Both phases should be characterized by concreteness in the early stages, providing students with recourse to physical representations when they have trouble with abstract concepts. Presentations should be oriented toward learning by discovery, "with built-in insurance of success so that the students will develop self-confidence and the attitude that they can master mathematics by using their imaginations and by hard thinking."

Three topics were suggested for the classroom component, two of which probably could be covered in a twelve-week period with little difficulty. These were:

1) Rational numbers as operators on quantities. Materials currently being developed by the University of Illinois Committee on School Mathematics are recommended.

2) Nonmetric geometry and informal geometry. Best materials are to be found in the 8th grade textbook of the School Mathematics Study Group Series. The work is basically noncomputational, concrete, and interesting.

3) The arithmetic of positive and negative numbers. The presentation is to be found in Unit I of High School Mathematics, developed by the University of Illinois Committee on School Mathematics and published by D. C. Heath and Company. This is strongly recommended as the pedagogical feature has been carefully worked out and programed material is available. If these materials are to be used, it is urged that the teachers involved receive special summer training at the University of Illinois.

For the individualized component of the mathematical instruction, three suggestions were made. The first was for utilization of the colorful "Supplementary Materials" for the Wirtz-Botel program published by the Encyclopedia Britannica Press. These emphasize searching for patterns, and may be used with little help from the teacher. Second, individualized instruction and computational procedures should be given as the need is indicated. There should be available in study rooms a supply of concrete teaching materials: Cuisenaire Rods, Dienes Blocks, counting frames and small desk computers, such as the Monroe "Educator." A variety of puzzles, both physical and mental, should also be on hand for students to use.

Third, special attention should also be paid to the amount of drill given to individual students. These students have probably been through many previous drill situations and failed. What they first require are appropriate insights, to be followed by drill work administered in moderate quantities.

3. MEETING OF THE COMMITTEE ON PHYSICAL AND CULTURAL ENVIRONMENT AND ACTIVITIES

Winston-Salem was the site of the third of the series of conferences, the meeting of the Committee on Physical and Cultural Environment and Activities, on April 9-10, 1964. This committee was asked to recommend guidelines and procedures for the development of programs in health, physical education, recreation, and cultural activities for the School. After visiting the Winston-Salem City Memorial Hospital, the site of the Advancement School, the committee was also asked to make suggestions for the use and modification of the buildings and grounds there.

Conferees were told about various ideas that were being considered for the development of the School's cultural and recreational program as well as for the housing of them. A detailed description of the Winston-Salem City Memorial Hospital facilities, to be vacated by June 1, was also given prior to the committee's visit there.

Construction of the Hospital buildings, which have approximately 120,000 square feet of floor space, began in 1914. Periodic additions and modernizations were made up to 1950. Facilities consist of a large five-story main building, a nurses' residence, interns' quarters, and three frame buildings. In the main building there are 57 private rooms, 58 semi-private rooms, and 23 wards, with a current total of 310 beds. In the nurses' residence, there are 61 rooms with 110 beds. In the interns' quarters are 11 rooms, each capable of holding two or more beds. Though hardly new, much of the equipment and furniture presently in the Hospital could be purchased for use by the Advancement School if this seems desirable. The Hospital is located on ten acres of land, including three parking areas which might be converted for recreational use.

The existing facilities do not meet the School's need for a large room for assemblies and experimental teaching. Such a facility will eventually be constructed but temporary arrangements will have to be made for the first few sessions of the School. It was suggested that a nearby church might be used for this or that the basement of the main building could be used during the hours it was not being used as a dining area. Certain rooms might also be enlarged by removing existing partitions. The columns which would remain would not interfere with the use of these rooms as art studios, for example.

It was suggested that three or four schedules (concerned with the breakdown of the student population into groups) be drawn up and that space be arranged so that any of these could be carried out.

Early in the conference it was emphasized that the cultural program should take into consideration the background of the students enrolled. At times, for instance, the School might aim at groups of children of similar cultural backgrounds. At other times it would be better to strive for a cross-fertilization effect by mixing children of varied cultural backgrounds. The results of the two methods could then be carefully evaluated.

The involvement of the Advancement School students in community activities--for example, participation in programs of the Winston-Salem Arts Council or visits to local industries--was advocated as educationally beneficial. It was suggested that an auxiliary might be formed of local volunteers to take groups of students on such outings. The concensus of the group was that the hospital could be made into a suitable campus with enough space for experiments and other developmental work which needed to be done and that the facilities could be renovated for the Advancement School by the coming fall.

The committee was divided into four work groups to consider the following aspects of the School and its cultural and recreational program: General architecture; media; recreation, health and physical education; and the arts curriculum. The following are recommendations made by each of these work groups.

General Architecture of the Advancement School - The work group suggested that the School population be divided into six, seven, or eight cluster groups, each controlled and directed by one or more counselors, perhaps by a married couple and one assistant who might possibly be Peace Corps returnees. One couple could serve as head resident counselors having certain administrative responsibilities for the others.

Each cluster group of 40, 50 or 60 students should have a small recreation room suitable for ping-pong and other activities of this nature. The living area for each cluster should contain some available space for evening work sessions, keeping the number of students in each such hall as low as possible, certainly not more than 50. Couples should be housed in apartments with connecting lounges where they might entertain students in the evenings and on weekends.

It was suggested that the students be fed not in the cafeteria, but in three or four areas of the living quarters. Food could be conveyed to the various floors on hot trays, taken by students to the eating areas, and picked up cafeteria-style right from the carts.

Problems associated with control and supervision of the students suggest that the School should not be coeducational. One term out of four should be allotted to girls, with the other three sessions for boys. Some committee members, however, felt that coeducation might be both profitable and preferable.

Housing should also be provided for the 50 participating teachers each session. They might be placed two to a room with appropriate connecting lounges available. An additional faculty lounge should be located in a central area for use by the entire staff.

The director of the School should live on the grounds. Some thought should be given to a modest remodeling of one of the buildings, perhaps the older of the nurses' dorms, for his use. Other residential areas could occupy the present nurses' home and whatever parts of the upper floors of the main building may be required.

Throughout the facilities, fire safety improvements must be made. The present stair and escape facilities are inadequate.

Media - It was the conviction of this work group that many media should be used in attempting to help the underachievers enrolled at the Advancement School. The following suggestions were submitted in the hope that available space would require a minimum of remodeling to meet the demands of the desired program:

1) Provisions should be made for the use of various types of programed materials and teaching machines appropriate to the instructional program. Areas should be provided where the students can work with these materials in individual carrels.

2) Listening and recording facilities should be provided for students to use for improving their oral expression and reading ability. This equipment could also be used in a music appreciation program.

3) Space should be organized in such a way that students can be assembled in groups of 10, 15, or 30.

4) There should be an auditorium that will hold the entire student body.

5) The teacher, working with a group of any size, should have available all the "professional tools" needed to accomplish his objectives. These would include chalkboards, an overhead projector, projection equipment for slides, filmstrips, and motion pictures, and television receivers for both network and closed circuit broadcasts. (TV receivers should also be available in other areas of the School.)

6) It is important that a production center be located in the School. This center should have the capacity to produce any type of material needed to carry out the objectives of the School. (If necessary, the stage of the proposed auditorium could be used as a studio for producing televised lessons.)

7) Adequate personnel to operate the production facilities and to work with teachers in the use of new media should be employed. The director of media services should be an instructional specialist rather than a technical specialist.

8) The need for adequate library facilities was emphasized. There should be a central library with reference books of all kinds, periodicals, recordings, reproductions, etc. In addition, small libraries in the living areas were recommended. The students should be allowed to choose a couple of paperback books which they could keep when they leave the School.

Recreation, Health, and Physical Education - Considering the various aspects of these programs, the work group found that the existing hospital facilities were inadequate for the programs which would be ideal for a residential school. To overcome these limitations, two possibilities were outlined:

1) Construct a geodesic suspension building of 120 feet in diameter at an estimated cost of $60,000. Heat and flooring costs would be approximately $20,000 more. This building should be equipped with folding chairs and a temporary stage so that it could be used for all activities requiring large indoor areas.

2) Contact officials of the YMCA, approximately a mile away, to determine whether it would be possible to use their facilities, including a gymnasium and a swimming pool, on a rental basis for the Advancement School students. (A preliminary inquiry indicates that this is probably possible.)

Other suggestions included: 1) the provision of a multipurpose room in each student unit; 2) remodeling of one of the accessory buildings for use as a physical activity facility on the order of a community center; 3) landscaping and terracing the grounds to provide playing fields and courts. The parking area could be used as a play area, and the closing of an adjoining street would increase its size. In planning use of the land, the need for areas suitable for group activities should be emphasized. For example, three basketball courts should be built rather than three tennis courts.

It was suggested that the limited land area available and the limited facilities for physical education and recreation may be a "blessing," resulting in more integrated activity, greater esprit de corps, group approval, and participation.

The committee recommended that a top-flight director of physical education and recreation be employed as soon as possible. If it is impossible to hire a director immediately, a small working committee should be established to help plan the program. This committee, however, should not set policy. Two assistants to the director, one man and one woman, should also be hired.

In employing counselors and teaching personnel, some consideration should be given to their ability to lead and teach physical activities. Both men and women will be needed.

Health would, of course, be the responsibility of the total staff, not just the physical education personnel. The School should have an infirmary and perhaps the nurses should also be teachers. More showers should be built and other provisions made for proper bathing facilities.

All persons admitted to the Advancement School should be in good health. This would apply to teachers as well as to students. It is too expensive to run a therapeutic program for those who are not physically fit. Vision and hearing tests should, however, be given at the School.

Consideration should be given to providing transportation so that students can participate readily in the activities of the community and make use of the recreational facilities available elsewhere. The possibility of renting buses from the Winston-Salem School System was discussed.

The Arts Curriculum - The work group on the arts curriculum of the Advancement School saw its value as threefold. First, the arts provide opportunities for individual accomplishment with "visible products." Second, the arts offer means of involving children on an emotional and creative level and provide important motivational stimulus. Third, the arts offer avenues for personal enjoyment. Thus, the arts can contribute effectively to the general program of the Advancement School through several approaches.

The first and most obvious of these approaches would be consideration of the arts as subject areas in their own right. Music would be based on the regular required program of the North Carolina 8th grade curriculum. All schools teach general music, a multiple activity program with emphasis on singing, playing simple "social" instruments, and the study of music centered units such as "Folk Music in America."

Since every child will come to the School with a voice, an excellent choir could be organized on an elective basis which could, perhaps, perform somewhere, thus enhancing students' pride in their accomplishments. Some students will also have background in instrumental music; they should be

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given opportunities to play in small ensembles organized each session according to the talent available. Here, the skills of music reading could be developed as needed tools for performance.

A general course in art would consist of the enrichment and expansion of the State curriculum. The students should be familiarized with a variety of materials. Of particular interest to 8th grade children are the "useful" crafts. The materials of the painter and the sculptor should be introduced to encourage the occasional potential artist and to provide the majority of the students with insights through personal experience with the ways in which outstanding artists of the past and present use these materials.

A second approach would be correlation of the arts with other subjects. Since 8th grade students in North Carolina schools study American history and American literature, it would be appropriate to incorporate into these courses materials which contribute to an understanding of the arts and crafts in the United States and in North Carolina. These would include reproductions, slides and recordings illustrating the historical development of the fine and applied arts from colonial times to the present period. Recordings of authentic jazz and folk music and examples of craft items indigenous to the region could also be used in such a program. This approach could be utilized in the teaching of reading also. It would arise out of the subject matter chosen and should be developed through the collaborative efforts of specialists in the arts and in reading.

Along with audio-visual materials of various types, it is highly desirable for children to see original works of art and live performances. The utilization of community resources can make this possible. For example, local choral and orchestral groups and drama and dance organizations could provide performances specifically geared to a youthful audience. Artists and craftsmen could give demonstrations. Arrangements could be made for special interest groups in the student body to visit Old Salem or perhaps the museum in Raleigh. Such activities could be related to classroom study or pursued as elective, leisure-time interests. They could be made part of a more general "Higher Horizons" program for the Advancement School.

If the proposed program in the arts is predicated on several factors, including excellence of teaching and facilities, and an attitude on the part of all the faculty and staff members that the arts are a normal part of learning and living, a third approach to the arts may be brought to play in which students then choose leisure-time activities in the arts freely and unselfconsciously.

Opportunities should exist for activities of a group nature: films, music listening hours, slide lectures, spontaneous hootenannies. Equally important, there should be opportunities to make things with one's own hands and to become intensely involved with something personal of a creative nature. Gallery areas should be provided for displays of student art work and for professional exhibits. If possible, these should be areas through which the students frequently pass and should thus be closely integrated with their daily living. The library should provide opportunities for growth and depth with volumes of reproductions and recordings for children's informal use.

The enrollees might be allowed to decorate their own rooms, perhaps to the extent of doing their own painting. The rooms should be provided with peg boards, and a selection of reproductions that students might hang in their rooms should be available on loan from the library.

4. MEETING OF THE COMMITTEE ON STUDENT SELECTION, COUNSELING, AND CONTINUING CONTACT IN THE HOME AND LOCAL SCHOOL

In the fourth conference the topic of Student Selection was combined with that of Counseling and Continuing Contact in the Home and Local School for consideration by the entire committee. This committee met in Raleigh on May 11-12, 1964. The following is a summary of the major issues raised in the general discussion of all the participants.

Most of the conferees indicated a distrust of standardized intelligence tests as a method of student selection. In particular, it was felt that these tests are inadequate for measuring the native intelligence of children from culturally disadvantaged backgrounds. It was agreed that the category of students for which the Advancement School is designed might include children who did not meet the stated requirement of IQ's between 100 and 130, and that the judgment of local teachers and scores on nonverbal and "culture-free" tests should also be taken into consideration in the selection of students. It was also suggested that some disadvantaged children might not display their intelligence in the "foreign" setting of the classroom, and that the possibility of identifying such children in their home environments should be considered.

Thus, there was general agreement that the Advancement School should not be limited to any one specific type of "underachiever," but that underachievement should be defined broadly enough to insure a "heterogeneous" student body. This admixture should involve variations in educational disabilities, IQ levels, motivation, social and racial background, etc. in order to encourage valuable peer group interaction on many levels. It was pointed out that competition between peers, if properly handled by the teacher, can have positive results. It was also suggested that children with varied educational disabilities would be able to help one another. It was felt, too, that the students horizons would be broadened by close contact with children of other races and social classes. A broad definition of "underachievement" would also be practical in that there is little statistical information available to identify the precise varieties of underachievement which the School is likely to encounter.

The goals of the Advancement School should be clarified, particularly in view of the children's eventual return to their former environments. These goals must be broader than simply raising scores on standardized tests. The possibility was discussed of establishing long-range incentives for Advancement School students to encourage their continuing efforts. It was suggested that the universities might become involved in this--perhaps through their scholarship programs.

Basic to the students' continuing success will be their own conception of the value of education. In this context, it would be wise to bring in successful community leaders from various fields and socioeconomic backgrounds in order to present students with a "series of progressive exposures to life as it is."

Committee members expressed concern that the voluntary aspect of the program will bring in students who are already motivated to some degree instead of the large group whose principal problem is a complete indifference to education.

While the cooperation of parents and of local community and school officials will be essential, care must be taken about raising too high expectations on the part of the students, their parents and their teachers.

The committee agreed, as had been pointed out in previous sessions, that students and teachers should be recruited from the same school systems, the same schools when possible, so that they would have mutual support upon their return. It was pointed out that in rural areas it might be impossible to find two teachers and fourteen qualified students in the same school, and that it would be necessary to take groups from the same system in order that these areas might be served. It was also suggested that participating schools might be identified on the basis of their expressed commitment to the program.

The committee emphasized that considerable attention should be given to the criteria for teacher selection and to providing incentives for teacher participation.

Work groups were then formed to consider further the following: the selection and testing of Advancement School students, and counseling and continuing contact in the homes and local schools. The following is a summary of their reports:

In selecting students and teachers, the committee recommended that a letter should be sent as soon as possible to the 171 superintendents of schools in North Carolina. This letter should describe briefly, in nontechnical terms, the goals of the Advancement School program for the individual student and for the State education system.

The criteria for student selection outlined in this initial letter should be quite general. The superintendents should be informed that the program is directed at 8th graders of normal or better ability whose achievement in school is not commensurate with their potential or measured intelligence. This achievement might be measured by standardized achievement tests or might be based on teacher judgments. Included in the letter should also be a statement that the program is not designed for children who are severely emotionally disturbed and that, by definition, it is not intended for mentally retarded children who may or may not be functioning at their expected level. This letter should also ask for commitment to the program on the part of interested superintendents.

A smaller group of superintendents, identified on the basis of their interest in and commitment to the Advancement School idea, should then be invited to meet with the staff of the School to receive more specific information. Statistics and other criteria for identification of eligible students, as decided upon by the Advancement School staff, should be presented to the superintendents at this time.

The superintendents should be asked to submit lists of at least 14 names of qualified students and the names of two teachers. It should be indicated to them that a reservoir of student and teacher names is needed immediately in order to select the initial sample. Thus, the superintendent or his administrative staff in any participating school unit should be responsible initially for enlisting the support of the parents and teachers in that unit.

From the lists of names submitted by the superintendents, the staff of the Advancement School should make the final selections of students and teachers, bearing in mind that the program should be open to all eighth graders throughout the State, irrespective of race or social class.

Because there will not be enough time for the staff of the Advancement School to design and administer tests for selecting students for the 1964 fall term, their selection should be based on recommendations from the school units as outlined above. This procedure would place great emphasis on the judgments of teachers, counselors and others designated by the school administrators. In addition, the participating schools should be asked to furnish as much information as possible from the permanent records of the students nominated. Transcripts of test scores and grades would be desirable, and some schools may be able to furnish photostatic copies of complete permanent records. This information should be used in making the final selections and in the research projects and evaluation undertaken at the School. On the other hand, many committee members pointed out that the amount of time and effort spent by the local school systems on nominating candidates should be kept to a minimum. They suggested, therefore, that an abstract, designed by the Advancement School staff, rather than the complete cumulative record, be submitted for each candidate.

In the selection of students for later terms, complete tests of mental ability, educational achievement, and other factors should be administered at the local level. In the preparation of this multi-part test, it is possible that questionnaires could be sent to selected schools to determine what data are already available. Much information on the nature and frequency of underachievement has been assembled by Project TALENT. Possibly, a test tailored to the Advancement School's selection needs could be designed by this Project. The choice or preparation of the tests to be administered at the local schools should be a joint effort of the selection and research staff of the School.

Upon arrival at the Advancement School, all students should receive complete diagnostic tests of ability and achievement for use in determining appropriate curricula and methods, as well as to obtain data needed for later evaluation of the School.

The work group on counseling and continuing contact in the home and school recommended that all school personnel in the participating school systems be involved in the Advancement School program. The attitude of the school principal was considered to be particularly crucial, both in influencing the participation of students and teachers and in preparing for their return from the Advancement School. If the school system has social workers or other resources of this nature, these should also be brought into the program.

It was suggested that the Advancement School consider coordinating programs for the first term with North Carolina Fund community improvement projects, as the communities selected by the Fund have already demonstrated their interest and cooperation in efforts of this type. (In further discussion, the legality of limiting enrollment to the N. C. Fund's Community Program appeared to be questionable.) During the selection period, personal contacts should be made with individual students and their parents by appropriate officials in the participating school systems.

In providing for continuing contact, the local teachers participating in the Advancement School's in-service education program should play an important role in follow-up with students who have attended the School. To help prepare for their students' adjustments upon their return, periodic visitations to the Advancement School might be made by local principals, counselors, and perhaps other teachers, as well as the students' families. Some thought might also be given to involving lay personnel such as community leaders and school board members. Contact could also be maintained with visits to parents by social workers at the Advancement School, periodic newsletters, and seminars in the local community among the parents of the Advancement School students.

The work group also recommended that there be one professional counselor for each 50 students in addition to a director of counseling (perhaps obtained on loan from one of the school systems) who would have responsibility for the total counseling program. Each counselor should lead and coordinate a team of teachers, resident supervisors and recreational staff members. The team should work to diagnose the problems of the individual student and to develop a plan of action for him. The counselors should also have assistance from a staff psychiatrist and one or more social workers.

A variety of techniques might be used in the counseling effort. These would include group counseling, individual counseling, testing, and group dynamics. With the techniques available to them, the counseling team should assist students in their adjustment to the Advancement School through a planned orientation program, involve them in evaluations of themselves and their progress at the Advancement School, help influence their development of values, seek to raise their levels of aspiration, plan and help execute cooperative follow-up programs with the home and local schools, and observe classroom activities so that there might be close liaison with the instructional program.

To a large extent, every staff member at the Advancement School will have a counseling function. Though no definite decision was made about the sex of the counselors, it was generally agreed that as many as possible of the teachers, recreation supervisors and resident supervisors should be male.

The counseling staff might be recruited from several sources. These include new college graduates and both graduate and undergraduate students at universities who might become involved in the Advancement School program as part of their field work experience.

5. MEETING OF THE COMMITTEE ON THE STRUCTURE OF THE RESEARCH AND EVALUATION EFFORT

The fifth conference, the meeting of the Committee on the Structure of the Research and Evaluation Effort, was held at Raleigh on May 15, 1964. The committee was asked to recommend a research strategy for the study of the causes of and remedies for underachievement and for the evaluation of the Advancement School experiments. Conferees were also asked to suggest specific research projects that might be undertaken in this connection. It was emphasized in the general discussion that the research effort would be extremely important in generalizing the application of the Advancement School experiments and programs to public school systems in North Carolina and elsewhere.

The conferees recommended that the overall research strategy include three approaches: 1) evaluation of the overall effect and effectiveness of the Advancement School, a macroeducational approach in which a simple but comprehensive research design should be established and repeated each session, providing on a continuing basis the facts and figures necessary for evaluation; 2) *ad hoc* research studies of specific hypotheses, a microeducational approach which would include research projects based on providing answers to questions outlined in the hypotheses such as "programed reading instruction is more effective than traditional methods," and miscellaneous research projects undertaken by university researchers and others which might or might not be relevant to the School's program, but which should not interfere with the regular research undertakings; 3) a record of what takes place, a "natural history" of the total Advancement School program. This would include case studies of individual students and a day-to-day observation and documentation of the whole operation. Records should, therefore, be kept of all decisions and the reasons for them, of all experiments undertaken and their success or failure. To do this, annotated tape recordings might be made of all staff meetings and other such gatherings. Helpful also would be the retention of a panel of three or four national experts to observe the School in operation for several days each session. The observers would then write reports of their observations and suggestions. To make certain that the history was actually recorded, a full time writer should be employed.

Also important to the total research design would be a study of the "ripple" effects. This would consist of continuing observation and description of the effects of the Advancement School experiment on education in North Carolina. It would include curricular and technical innovations in other schools and a record of the changing attitudes and concepts of school teachers and administrators. These ripple effects would be the hoped for results of the Advancement School's program of in-service education for teachers and of the proposed visitation program. It was suggested that the Learning Institute of North Carolina be instrumental in the development and control of this phase of the research.

In order to evaluate the Advancement School, carefully designed control groups must be identified and studied. Various controls were suggested but the following four groups seemed to be those which were most possible and best suited: 1) students chosen to form the first class of the Advancement School; 2) students chosen to form the second class of the Advancement School who would be informed of their selection three months in advance of their actual registration and thus would have certain built-in motivational components; 3) a group of students selected for home study who would continue in their regular school program, but would be provided with special incentives for greater achievement; 4) a group of students who would not be informed of their selection or of their role in the experiment. All four groups should be selected at random from the students nominated for the Advancement School programs.

The principal problem of this plan would be the probable number of qualified children in North Carolina schools. If each group contains 350 children, the proposed size of an Advancement School class, the total number of students involved in the evaluation for the first term would be 1,400. For each of the remaining three terms of the year, an additional three groups of 350 would have to be selected, bringing the yearly total to 4,550. As the estimated number of 8th grade underachievers meeting the Advancement School criteria in North Carolina is one in 30, a total of 2,500 children, this is obviously an impossible figure. It was agreed, however, that either these groups could be staggered or they could consist of a smaller number of children.

One suggested procedure would involve groups 1) and 2) of the above. In this, the first Advancement School class would receive a carefully designed battery of tests upon arrival at the School and the same battery of tests at the end of the three month term. This would yield a difference score, D_1, which could be compared with a difference score for the second class which would also receive the two administrations of the test battery at the beginning and end of the first three months. Three months after the first class had left the Advancement School they would once more be given the same tests, yielding a second difference score, D_2. During this second three-month period, the second class would be at the Advancement School, and they too would be retested. This procedure would give results of the experimental and control groups for two periods and could serve as a direct and reasonable test of the hypothesis that advanced methodology and materials are more effective in teaching underachieving students than conventional methods.

In developing the evaluation design, provision must be made for the large number of variables involved in the Advancement School situation. Foremost among these are the residential aspect and the aura of excitement and newness that will affect the School's general climate. Considerable discussion was devoted to means of canceling out the effects of these and other variables in the development of transferable methods and materials. In this connection, it was suggested that one group of students at the Advancement School receive conventional instruction and thus serve as a control group for direct comparison with the Advancement School students being taught by experimental methods. This suggestion, however, met with considerable opposition. Despite its value in the construction of a precise research design, many of the conferees felt that it would be very unfair to the students in the control group using conventional techniques. These students might leave the School with little to show for their three months residence, a result which would harm both the individual student and the School's reputation in the community to which he returned. Another suggestion advanced for canceling out the residential variable was to use Advancement School experimental methods with a group of students in a local school.

A simpler means of lessening the number of variables in a given research project would be to run the experimental design over a shorter period of time than three months, confining it to a small aspect of the problem. For example, a particular problem of reading could be covered in the Advancement School, using an experimental technique over a period of two or three days, at the same time that this problem was being approached by conventional methods in the control group. For this short period of time, students in the control group should not be harmed, but direct assessment of the effectiveness of a particular technique could be made.

The Advancement School is both a research and a development operation and considerable attention should be devoted to the latter. For instance, the Advancement School could do valuable work on a continuing basis in the development of transferable curricular materials. It was agreed that there is a particular need for reading materials at varying levels of difficulty but at sufficiently mature interest levels for 8th grade students. Teachers in various subject areas might be encouraged to collect reading materials at different ability levels in their subjects. These could then be organized, perhaps programed, by the Advancement School staff for use in the School and elsewhere.

In consideration of the overall research program, the committee warned about the need to see that specific investigations do not interfere with one another. Provision should, therefore, be made for careful coordination of them.

The committee felt the following information would be useful in the student selection process and in the various research projects of the School: a) scores on a G-factor intelligence test; b) scores on standardized achievement tests; c) index of achievement motivation; d) medical records with particular attention paid to vision and hearing; e) level of language development; f) teachers' and principals' estimates of ability and achievement; g) self-concept data, the child's incentives, goals, and values; h) career plans and parents' career wishes for their child; i) socioeconomic status; j) educational levels of parents and grandparents; k) order of birth of child in the family; l) siblings' ages and abilities; m) child's preschool experiences; n) family mobility and child's range of geographic experience; o) child's exposure to mass media; p) child's extracurricular activities while in school; q) amount the child reads while at school as well as his leisure time reading habits; r) critical observations of gains while on campus, reading and quantitive progress with rigorous comparisons between entrance and exit; s) long-range criteria including child's level at the end of the 8th grade in the home school, his graduation from high school, acceptance by the draft, entrance into college, and continued reading habits. Some of this information could be supplied by tests administered at the Advancement School; some could be elicited from interviews of the students and their parents and their teachers.

There were also suggestions for some specific research projects. These included comparing students selected for the first term on the basis of recommendations of local teachers and principals with students chosen by the testing process to be used in later terms.

Another important research area would be the study of both material and social incentives and their manipulation. Basic to this would be the discovery of the "meaningful symbols," "the organizers of behavior," for these 8th grade students. It might also be necessary to create incentives since many of the students may have resigned completely from academic and other competition. They might, therefore, need help in setting their own goals and in gaining confidence in their ability to persevere over increasingly longer periods of time.

Motivational stimuli provided by extracurricular activities, ranging from athletic to cultural events, could play an important role in the student's academic achievement. A research project in this area might involve rating participating schools on the basis of their physical plants and extracurricular programs in order to determine the degree to which their products vary academically. A related research project would be a direct comparison of a child's participation in extracurricular activities at the Advancement School with his academic achievement.

The study of the language of children from culturally deprived backgrounds was suggested as another research project. Related to this was considerable discussion of student motivation.[3] It was suggested that a planning conference might be organized to discuss this problem, bringing in representatives of industry, the military, etc., as well as research experts. The committee suggested that numerous extracurricular activities might be used to encourage students to develop individual skills and talent. Motivation might also be enhanced by having at least one staff member, a teacher or recreational counselor, from an underprivileged background who could serve as both a model and interpreter for children from similar environments. In this connection, the possibility was considered of using university students to do data gathering and first phase data analysis for the Advancement School as part of their field work experience. Also in need of further consideration would be means of easing Advancement School students back into their home schools.

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[3] See Erwin R. Steinberg, "Middle-Class Schools for Lower-Class Children," a paper prepared for presentation before the American Orthopsychiatric Association; Chicago, March 19, 1964.

Future terms of the Advancement School might cater to different populations, among which might be students with severe behavioral problems and students of high native ability but moderate achievement. This latter effort would base selection criteria on grade expectancy rather than grade placement and would seek to help children who should be in classes for gifted students, but whose achievement levels do not merit this.

There was general agreement that the first term of the Advancement School should be largely experimental and that in the early stages a conclusive test of its effectiveness would be premature.

6. MEETING OF THE COMMITTEE ON IN-SERVICE EDUCATION FOR TEACHERS

The last in the series of scheduled planning conferences was the meeting of the Committee on In-Service Education for Teachers, held in Raleigh on May 18, 1964. In recommending guidelines and procedures for the development of a program of in-service education at the Advancement School, committee members were asked to pay particular attention to one of its stated objectives of "...work[ing] with classroom teachers in arranging suitable curricular materials, so that these materials can be easily used in the local schools" and to the research hypothesis that "regular classroom teachers, in association with master teachers, using the newest techniques and media of instruction, can learn in three- or four-month periods to make effective use in specific courses of programed instruction and media."

The committee's discussion centered around six major topics: a) teacher selection procedures and criteria; b) motivation and incentives for teachers; c) structure and content of the in-service education program; d) the "reentry problem" and the dissemination of Advancement School techniques; e) qualifications and responsibilities of the master teachers; f) the relationship of the Advancement School to colleges, universities and welfare agencies.

Teacher Selection Procedures and Criteria - As in the previous conferences, the committee agreed that insofar as possible the 50 "in-service education teachers" each session should be selected from the same schools or systems as the Advancement School's students, and that not less than two teachers should be taken from each of the participating units. The committee also agreed that selection of teachers for the first session should be based on superintendents' recommendations.

A number of suggestions were made concerning the types of teachers desired. On the one hand, the conferees suggested that the best teachers in the State should be selected by using as the primary criteria their receptivity to new ideas and sincere interest in professional self-improvement. It was noted, however, that family and other responsibilities might prevent the participation of many qualified people. On the other hand, it was suggested that the participating teachers should be a cross-section of North Carolina 8th grade teachers of all ages and degrees of experience. This procedure might be particularly appropriate for selecting teachers for the first session. Observation of the first 50 teachers could then provide a basis for developing more specific selection criteria for later sessions.

Another suggestion was that 8th grade teachers from schools in the 8-4 system might be selected one term, junior high school teachers another term and a mixture of these a third time. It was thought that programing for these types might involve very different approaches, and that the above groupings would contribute substantially to the experimental design.

Following the recommendations of the previous conferences, the conferees also agreed that school counselors might also be included, along with classroom teachers, among those participating in the in-service program.

Motivation and Incentives for Teachers - The projected financial arrangements of the School would continue the regular salaries of the "in-service education teachers" and provide housing and food during their time at the Advancement School. Substitute teachers in the home schools would also be paid from Advancement School funds. The members of the committee, however, felt that it would be very difficult to persuade teachers to leave their homes for three months and strongly recommended that they receive supplements to their regular salaries. They thought that this would be justifiable on the basis of the longer work day expected of a teacher in a residential school.

Another incentive for participation in the Advancement School's in-service education program would be provision for graduate credit. This might be difficult to arrange, as the School will have no regular graduate faculty, but it might be possible if a staff member, holding a joint appointment with a local university, were to be placed in charge of the training program. Another alternative would be providing "certificate renewal credit" for work done at the Advancement School.

Committee members suggested that teachers may be reluctant to give up established positions in local schools for the rather ambiguous title of "in-service education teacher." Provisions should, therefore, be made to give these teachers "status." These might include dropping the term "master teacher" for teachers on the permanent staff and making selection of visiting teachers for participation in the program a public honor. In addition, the visiting teacher should be made a member of an informal team upon arrival, giving him definite standing in relation to the students, the permanent teachers and the administration.

Structure and Content of the In-Service Education Program - In-service education at the Advancement School should be based on active participation in the instructional program, rather than mere passive observation of demonstrations or attendance at lectures. In addition, however, "in-service education teachers" should be given some theoretical background to serve as a framework for the new methods and materials with which they will work.

It was, therefore, suggested that there be a period of one or two weeks during which each new group of 50 teachers would receive intensive theoretical briefing. To provide for this without disturbing the regular instructional program, the new group might be brought in a week or two before the end of the preceding session. A second possibility would be selection of certain visiting teachers each session to stay over an additional portion of the next, providing a "staff cushion" for the orientation. A third suggestion would combine the first two by bringing in the new teachers during the last part of the previous session, allowing them to observe the School in full swing, and then holding over a few experienced teachers for the first part of the following session. During each session it is likely that the time devoted to teacher training would decrease as the visiting teachers participation in the instructional program increased.

Much of the in-service education program should be voluntary, allowing for individualization in terms of the visiting teachers' previous training and experience. One suggested pattern would consist of observation by closed circuit TV or one-way screens of actual classroom situations. These might be demonstration classes run by a master teacher or classes in which an in-service education teacher would try out his new knowledge. Such observation periods should be preceded and followed by intensive critical discussions of the methods and materials used. Hopefully, these discussions would be characterized by animated and constructive give-and-take among the permanent staff and the "in-service education teachers."

Biweekly seminars on varied topics were also recommended. Outside authorities might be brought in for some of these but they should relate their presentations to the particular situation and student body of the Advancement School. The seminars might also deal with actual student case histories as well as with broader theoretical presentations of problems common to the students. Among the suggestions for specific topics that might be considered in the seminars were: 1) the use of new materials and methods; 2) diagnostic and evaluation procedures; 3) psychology of learning; 4) the study of student motivation and incentives (The committee seconded recommendations of earlier groups that there was a definite need for a conference on student motivation and incentives, and that the study of these should form an important part of the in-service education program.); 5) the sociology of education, aimed particularly at understanding the special problems of children from culturally deprived backgrounds, an area not often covered in undergraduate teacher education courses; 6) understanding and providing for students' individual differences, with emphasis on the need for the teacher to change his role concept from that of simply an "8th grade teacher" to that of being prepared to deal with children of a wide range of skills and abilities; 7) the theory and practice of developmental reading, which would be particularly important for those 8th grade teachers who have had no previous instruction in the teaching of reading.

Visiting teachers might also work on gathering and developing, as mentioned in earlier meetings, reading materials in 8th grade subjects at various levels of difficulty, and on helping administer "informal reading inventories."

For the use of both the visiting teachers and the permanent staff, there should be a good professional library at the Advancement School and it was recommended that reading lists be prepared for the visiting teachers and distributed to them in advance of their arrival at the School.

The "Reentry Problem" and the Dissemination of Advancement School Techniques - The committee anticipated that both students and teachers might undergo psychological crises upon their return to their home schools. Initial selection, however, of school systems receptive to innovation might pave the way for rapid readjustment. It was recommended that the Advancement School and local school officials cooperate in planning an adjustment period for returning students and teachers. Special attention should also be paid to the local teachers' attitudes toward and expectations of returning students and teachers. One means of preparing for the teachers' return would be the creation of a trained pool of substitutes who would occupy the visiting teachers' places in the local schools during the three-month period.

The "in-service education teacher," if he is to influence the public school system of North Carolina, should seek to become a "master teacher" in his home school. Requiring the teacher to give demonstrations upon his return might be one way of encouraging him to take greater responsibility. In this regard, some concern was expressed that harm might be done to a teacher if his attempt to use new techniques met with little success or encouragement. It was generally felt, however, that the unique experience provided by the Advancement School would compensate for any specific disappointments the returning teacher might encounter.

In any case, it will be important to establish a two-way communication system between the Advancement School and the local cooperating schools. One means of doing this might be a periodic newsletter in which teachers could report on their experiences and problems in the home school and in return be informed of new developments at the Advancement School.

Qualifications and Responsibilities of the Master Teachers - Since the teachers on the permanent staff of the Advancement School will have responsibility for both the direction of classroom activities and the program of in-service education for teachers, the most able teachers available should be recruited. They should have advanced preparation in theory and use of new techniques and materials before the opening of the first session.

Among the characteristics that might be considered in recruiting members of the permanent staff would be their previous experience in various areas of remediation and their ability to work with other experienced teachers in the in-service program.

One procedure for locating qualified candidates would be to consult immediately professors and authorities in various related fields.

The Relationship of the Advancement School to Colleges, Universities, and Welfare Agencies - Involvement of the universities and teacher training institutions of the State with the Advancement School was seen as fourpart: 1) major sources of personnel recommendations in the initial staffing of the School; 2) centers of theoretical knowledge about the learning and teaching processes which should be consulted in planning the Advancement School's program; 3) valuable resources in structuring the evaluation process, particularly in regard to educational measurement; 4) disseminators of the program in their teacher training curricula, once validity of the Advancement School experiment has been determined. In this latter vein, university personnel should be brought in to observe the program and should be encouraged to involve teacher trainees in the Advancement School as part of their practical experience.

The committee agreed with earlier groups' suggestions that coordination of the Advancement School program with the community improvement projects of the North Carolina Fund might stigmatize the School as a welfare undertaking. Nevertheless, the need to pay close attention to the School's success or failure in working with children from underprivileged backgrounds was emphasized.

B. OTHER PLANNING ACTIVITIES

1. MEETING ON MOTIVATION WITH DR. SAMUEL SHEPARD, JR.

In accord with recommendations for further discussions on motivation made at several of the planning sessions, arrangements were made for a meeting with Dr. Samuel Shepard, Jr., Assistant Superintendent of Schools in St. Louis, Missouri. Dr. Shepard met with a group of five North Carolina educators in Chapel Hill on June 26 to discuss his work with the Banneker School District in St. Louis. His program there has been primarily concerned with motivating and encouraging underachieving students from culturally deprived backgrounds and it was felt that much could be learned from him that would be helpful to those involved in the planning of the Advancement School.

Dr. Shepard described the Banneker program in detail and the group discussed various problems and ideas that his experiences suggested. Of primary interest in the discussion was the general approach to motivation of students that had been implemented in various aspects of the Banneker program. Other discussion topics relevant to the Advancement School experiment included the qualifications and training of teachers, the involvement of parents and community agencies, the use and abuse of IQ and standardized achievement tests, and the general problem of cultural deprivation--its effects on children and its transcendence.

General Approach to Motivation - In directing a program to raise achievement levels in the Banneker District, a predominately Negro, low-income section of St. Louis, Dr. Shepard has been guided by his conviction that the creation of internal motivation logically precedes the development of new methods and materials. It has been his belief that many educators have tried "to give children crutches before finding out how fast they can walk" in introducing a new curriculum before determining what children could do with the old one if sufficiently motivated. The Banneker program has, therefore, been a pragmatic effort to create belief in education as a means to a better life and has been directed at persons whose previous experiences have given them little reason to hope for such a life and no conception of the School as a means of achieving it.

One participant in the discussion suggested that there were two possible approaches to motivation of culturally deprived children: one would aim at changing a child's goals and values to conform with those that are acceptable in terms of middle-class norms; the other would capitalize on existing motivational systems that have been untapped and misunderstood. Dr. Shepard thought that before the specific advantages of either approach could be determined, it would first be necessary to overcome the lethargizing influences under which the culturally deprived child approaches a learning situation.

There was agreement that the child must be imbued with a belief in the worth of education to his own personal situation and that whether or not this belief was then extended to adoption of a specific set of middle-class values would be of secondary importance. This philosophy would be applicable not only to children from deprived backgrounds but also to those of varied socioeconomic backgrounds who were expected to constitute the student body of the Advancement School. Thus the Advancement School should aim at instilling in each of its students a sense of his personal potential and a recognition of education as a means to the fulfillment of that potential.

One of the basic tasks of the Banneker program is changing the attitudes of all concerned. Students must acquire confidence in themselves. In addition, parents, teachers, and principals must develop confidence in students' ability to achieve in school as well as respect for such achievement as a stepping stone to success in adult life. The District has a motto, "Success in school is my most important business," and has undertaken numerous projects designed to make widespread the attitude it implies. A radio program called "Mr. Achiever" provides incentives and aids to achievement; children visit a Negro hospital where they can see for the first time Negroes using school skills in responsible positions. Museums and art galleries have also been visited and a program called "Operation Dine-Out" takes 7th grade children to the best restaurants in the city, providing training in etiquette and a new awareness of a better way of life. Through such personal experiences, it is hoped that children will realize the opportunities opened to them by education.

It seemed to those present that similar extracurricular activities should form an important part of the Advancement

School's program, The specific nature of the activities would depend to a great degree on the characteristics of the particular group of students involved. Children from urban slums could benefit from a visit to a dairy as well as from visits with successful Negro businessmen and community leaders.

Dr. Shepard stressed that school principals' attitudes can be crucial to the success of a program. The principal must have faith in the children's potential and he must communicate this faith both to them and to their parents.

The Advancement School must also acquire the understanding and cooperation of local school administrators and teachers in order to avoid stigmatizing students who attend and to facilitate their readjustment to their home schools. In order to create an atmosphere of confidence and ambition, newspapers and other communications media can play important roles. The creation of a positive public image for the Advancement School should not be difficult in view of its name, the fact that it has not been designed for underprivileged children alone, and that students who attend can be fairly described as "children with promise." Care should be taken to avoid labeling the School as a "remediation center."

Qualifications and Training of Teachers - Considerable discussion was devoted to the types of teachers who would be likely to succeed with underprivileged children and to whether or not a teacher's success with such children could be related directly to his background, special training, or other qualifications. It was suggested that the teacher of disadvantaged children must be able to detach himself from his presumably middle-class values in order to identify with the child and help him first develop personally acceptable goals and then goals that would be acceptable in terms of middle-class values. On the other hand, any "good" teacher might be expected to be aware of and to relate almost intuitively to the problems of the children with whom he is entrusted. In other words, a "good" teacher should be good with any child. It was pointed out that some teachers can communicate better with one type of child than with another, and that a basically "good" teacher may not be successful in all situations. There was general agreement that such a teacher could be helped to understand and relate to different types of children without undergoing the complete personal change suggested by the first theory.

Dr. Shepard felt that a middle-class teacher could succeed with children from depressed backgrounds and that a white teacher could succeed with Negro children or a Negro teacher with white children. The most important elements in his success with underprivileged youngsters, indeed with any youngsters, would be a lack of condescension and, instead, genuine interest in children and belief in their ability to succeed.

Creation of this positive attitude on the part of the teacher should be a goal of the in-service program of the Advancement School. In addition, special attention should be given to developing the teacher's understanding of the special problems of the deprived child and of the effects of such deprivation on motivation and incentives, determination and desire.

Involvement of Parents and Community Agencies - In the Banneker District close communication between the home and school is maintained, with every effort being made to convince parents of the practical value of their children's regular attendance at school. In cooperation with the District Supervisor's staff, each school devises its own methods of eliciting parents cooperation, and parents are given an opportunity to participate in decision-making about the schools. In addition, a "Study-In Program" directly involves parents in their children's school work and plans have been made to begin circulating collections of books and magazines for home use by both children and adults. Community agencies have also played helpful roles in the Banneker program. Some examples of this are the grooming course for junior high school girls run by the YWCA and assistance with cultural programs given by the Junior League.

Although the student body at the Advancement School will come from throughout the State, it was felt that many of Winston-Salem's community agencies would give support to the Advancement School's programs and that the School could carry on many activities similar to those which had been done in the Banneker District. The somewhat different focus of the Advancement School and the more heterogeneous character of its student body would, of course, necessitate some modification of these efforts.

Testing - Members of the group agreed that standardized achievement and IQ tests are inadequate measures of the potential of children from deprived backgrounds in that they have been based on middle-class values and experiences. Furthermore, the verbal approach of most of the available instruments seriously limits their effectiveness with poor readers. While such tests do measure that which has been achieved, they are not able to measure accurately the latent potential which deprived children may possess.

Nevertheless there is justification for using standardized achievement and intelligence tests if they are combined with other measures, such as the judgment of teachers, in selecting students for the Advancement School. Although some qualified students would not be identified through such a process, the size of the student body at the School is necessarily limited to a relatively small, representative group. Hopefully, work with enrollees will lead to the development of means to help all such children within the regular school system. Furthermore, standardized achievement tests can provide very useful information about underprivileged children because of their middle-class bias. Because the achievement indices upon which they are based are those which are important to success in our society, such tests can indicate the direction in which a child is moving in relation to the general society of which he is a part. In this context, these instruments can be thought of as useful dependent variables.

Problems of Cultural Deprivation - Dr. Shepard does not accept the idea that culturally deprived children learn "in a different way" than middle-class children. Thus his program is concerned primarily with motivation rather than with the development of special instructional techniques or materials.

The racial-cultural element in school underachievement was also discussed. Dr. Shepard feels that race plays a definite role in a child's achievement in school, not in terms of hereditary traits, but in terms of the lowered levels of aspiration that are often the result of the total Negro experience. The Negro's achievement has been hindered by the same elements which have hindered all persons caught in the cycle of poverty but he has had an additional handicap imposed by the color of his skin. Nevertheless, the basic motivational approach of the Banneker program should be adaptable to all types of children if the specific background of the child serves as a frame of reference. In this way, intervention by the school, if it is massive and continuing, can be successful in overcoming deprivation.

2. OPERATIONAL PLANNING

Notification was received in June of the provisional approval of the Curriculum Improvement Proposal that had been submitted to the U. S. Office of Education the previous March. Two provisions were involved: inclusion in the research design of a longitudinal follow-up evaluation of participating students and teachers and the employment of the project (or Advancement School) director. Thus efforts to hire staff and make detailed plans could begin.

Preparation of Individualized Reading Lessons - A project to prepare individualized reading lessons for Advancement School students had been started in the late spring under the direction of Dr. Thelma G. Thurstone, Professor of Education at the University of North Carolina at Chapel Hill.[4] It was based on the assumption that Advancement School pupils would have a reading deficiency of several grades. Prior to the School's opening, two copies each of 1,604 reading exercises were assembled, covering a range of reading difficulty from the 3rd through the 8th grades, with a few at more difficult reading levels. The largest percentage of the selections, over 1,250, ranged in difficulty from grades 4 through 6. Many 3rd grade reading selections were not used because they were judged not to be of an interest level suitable for teenagers.

Social studies textbooks as well as readers were used in preparing the lessons. In selecting the reading exercises, an attempt was made to choose reading exercises that would parallel the content of the regular 8th grade core program in language arts and social studies. A considerable amount of fiction was also included in the exercises in order to provide selections that would promote reading for enjoyment or recreation. It was difficult, however, to locate readings at low levels of difficulty in many areas that would have a great appeal to adolescents. Selections in science, the arts, sports, and inventions were particularly scarce.

In preparing the exercises, two copies of each of about 100 books were used. These included all the basic readers on the textbook list approved by the North Carolina Department of Public Instruction, the history texts from the same list, and selections from the approved library list. The books' bindings were removed and each of the separate stories or selections was rebound in a Manila folder. Colored library tapes were used to designate grade levels and the title of the material was written on the folder with a felt writer of the same color. Each story was also identified by a serial number classifying the interest area. The selections were then sorted by category in order of grade placement. Because of their length, these reading units should not discourage the poor reader. They should also allow the teacher to direct a child to select an appropriate story on a particular subject at his reading level.

Although not all subjects were represented by selections at every grade level, all major fields of interest were covered. Teachers at the Advancement School might be able to augment the materials already prepared by providing reading selections in their own subject fields. With the selections that have been prepared, a teacher may direct a student toward a particular reading exercise on a specific topic. For example, a teacher may wish to have a lesson about Columbus' voyage. This content is represented at every grade level. The teacher can, therefore, instruct the pupils to use the specific color cues to select from a particular subject classification (the stories are not identified by grade level). Using this method, all the pupils should be able to read at their levels of attainable success, to learn, and to contribute to the class on the basis of their reading. To many of the students in the Advancement School this may be a new experience and it should provide motivation for reading.

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[4] The work done on this project was sponsored by the Learning Institute of North Carolina. Assistants on it were David Edwards, Lyda Koepke, Hazel Naugle, Rebecca Petrea, and Justeen Tarbet.

Individualized Instruction Through New Technology - Dr. Howard Miller, Professor of Psychology in the School of Education at the University of North Carolina at Raleigh, investigated means which could both be adapted by the regular public schools and which could be expected to be effective in the instruction of pupils enrolled at the Advancement School. In doing so, he considered the dual purposes of the Advancement School of enabling underachieving pupils to deal effectively with the educational problems and tasks before them and of developing materials and techniques that will enable the public schools to provide effective instruction for normal early adolescents who have been achieving below their expected level of performance.

Speculating about the characteristics of the students who would be enrolled at the School, it was assumed that they would be early adolescents who were achieving below expected grade levels. A large number of factors, however, could be held responsible for such underachievement. They might have experienced poor instruction and facilities since they began attending school. They might be victims of deprived backgrounds without stimulation at home or associations outside of school that would be likely to reinforce instruction provided by the schools. Others might have suffered from family conflict and disruption to the extent that their educational performance has been ineffectual. Some will no doubt have been affected by the deprivation and rejection that often go hand in hand with the actuality of being Negro. About the only thing that could be predicted with certainty about the Advancement School's student body was that it would be immensely varied.

Traditionally in education, a pattern has been followed which differentiates among people only in very gross means and assembles them together for instruction into highly heterogeneous groups. As a result, wasteful and unproductive procedures have been used in teaching.

In recent years, however, psychology has more effectively conceptualized the nature of individual differences. A technology of individual differentiation and measurement has resulted which makes it possible to distinguish among persons with respect to a finer breakdown of intelligence or abilities related more accurately to the learning of particular tasks. While this technology is still imperfect and incomplete, it does facilitate the adaptation of techniques, schedules, and time programs to a person's individual characteristics without indiscriminate grouping of persons with dissimilar characteristics. Instructional technology is now available and can be developed that accommodates variations in individuals in terms of ability, motivation, degree and extent of pertinent interests, and need for information about progress through a task.

One of the great handicaps of conventional group instruction has been the teacher's inability to monitor satisfactorily the learning responses of all the persons in the group, thus making it impossible to determine the progress of the individual student, to give him effective directions, to make adequate adjustments to his responses, and to provide satisfactory reinforcement of his learning behavior.

Programing, however, individualizes instruction so that the pupil proceeds at his own speed, since no one else is dependent on it and he is not dependent upon the progress of others. Although there is still need for improvement, many programs, through branching or other means, provide sequencing which allows the individual to proceed logically at his own rate of speed. Because it makes the correct response immediately available, programed instruction also solves the problems of providing immediate and effective correction or guidance or of providing a certain amount of reinforcement if the response warrants it. An obvious advantage is that the learner may be engaged at times which are suitable to him, working for as long or short a time as he likes without affecting anyone else.

Another characteristic of programed instruction which enables increased individualization is its contribution to the relationship between the teacher and the individual student. In conventional group instruction, when the teacher pays attention to one student in the class, his attention is diverted from the activities of the others. This is justified on the dubious assumption that all members of a class may profit from the teacher's interaction with a single pupil. The problem at hand, however, may be quite individual. As a result, students may lose interest and be diverted from the learning tasks before them. In addition, the individual upon whom the teacher's attention is bestowed may suffer acute embarrassment by having his ignorance or misunderstanding exposed before his peers. Only very skillful teachers are completely successful in allaying the anxiety prevalent in this type of learning situation.

Where programed instruction is used, the teacher may become available to each pupil in a private, personal kind of interaction that need not detract from activities with other persons, since they may continue their programed activities at the same time. This system allows the teacher to deal with pupils on the principle of the exceptional situation without involving all pupils in each situation.

There are, of course, other advantages of programed instruction. For example, if effective programs are available, they may be used with a greater number of pupils than the individual teacher could possibly reach. Since the students at the Advancement School will require highly individualized instructional techniques in relation to their learning difficulties, programed instruction should be an important medium in the curricula.

Other developments in instructional technology are available in the area of reading. Individual reading pacers have been developed whose speed can be adjusted to the requirements of the student, making him independent of his peers in his progress in reading. As with programing, the teacher can devote attention to students separately rather than as a group. There are also tachistoscope devices that are available for assistance in reading. Although they are costly, their use as instructional aids can save a great deal of the teacher's time, which is ultimately more costly, and help him be much more effective in overcoming the perceptual problems of individual students. Since these techniques can contribute to greater efficiency of instruction and ultimately reduce its cost, they should be readily exportable to the public schools, and their application at the Advancement School would seem obvious.

Audio-visual aids, now being entitled "communications media," are another category of technology which can greatly enhance individualization of instruction. Whatever the title, it encompasses slides, film strips, tapes, 8mm and 16mm motion pictures, television, and phonograph records. Most of these media allow the recording of higher level instructional performances in a permanent fashion so that they may be used repeatedly. Each pupil can be guaranteed highly visible or audible contact with excellent instruction in suitable situations. If he requires more than one viewing or hearing of a particular film or tape, for example, he may easily obtain it without taking the time of the teacher or other persons.

Aids such as film strips and tapes have an additional advantage in that they can be stopped to repeat passages for the pupil wishing to review particular segments of the presentation. A further advantage, particularly in the case of audiotape and potentially true of 8mm film and television tape, is that the performance of the individual student can be recorded. This permits both the student and his instructors to gain greater insight into his performance and evaluate it more constructively.

Devices such as the EDEX are based on similar techniques and record the responses of an entire class, allowing the teacher to make an informed judgment about the progress of an entire group, both as a whole and separately. Although instruction is not individualized to the particular student, it is made individual to a far greater degree than is possible under usual conditions where the teacher must make extremely rough estimates of his effectiveness. Each student can immediately express his understanding of the lesson at hand, have his responses recorded, and his teacher able to determine his performance at any given time. Such devices are costly and beyond the budget of many individual school districts. Their use at the Advancement School would be justified, however, because they could provide experience in the use of advanced instructional technology that is needed for developing modifications that can be exported to individual schools, even in relatively poor districts.

In order to maximize the effectiveness of advanced instructional technology, considerable attention should be given to the organization of the entire educational approach. One of the most general applications of the principle of organized instructional efforts can be seen in "team teaching." In this, the idea of specialization is applied to a group of teachers so that they develop topical specialties, divide their efforts in gathering and preparing materials, or observe somewhat different behaviors in order to pool their evaluations with more effective results than could come from the self-evaluation of a single teacher. The Advancement School may wish to develop this type of specialization to a considerably greater degree than is expressed in team teaching in order to focus its resources on the problems of underachieving persons.

The following suggestions might be considered in organizing instructional periods and pupil groups:

1) The basic instructional period should probably be no longer than 30 minutes in order to maintain students' attention and avoid difficulty in getting productive work from students who are already poorly adapted to school techniques.

2) In order to provide flexibility and opportunities for all kinds of instruction, these 30 minute periods might

be organized in groups of three according to three major kinds of learning activities.

The first part would be large class instruction in which an entire house of about 40 pupils could be gathered into one room. During this part, large class techniques such as motion pictures, lectures, and demonstrations could be used, employing a master teacher or an expert to conduct the lecture or class as a whole, with assistants working with individual sections or groups in the classroom. This arrangement would give pupils training in listening techniques and in conducting themselves in large group sections that are characteristic of conventional school systems.

The second 30-minute instructional period could be used for small groups. At this time, the house could be divided into groups of roughly eight to 12 for discussions with participating teachers and for direct supervision of individual and group activities.

The third section of the three-part period would be for individual study. During this time, the student might work with teaching machines, use programed instructional books, carry on individual reading or research, or confer with the instructional staff.

If such a time organization is used, one three-part period per day might be devoted to reading, one to language usage and one to arithmetic. To this basic structure for teaching fundamental education skills could be added briefer and differently organized periods for instruction in science, social studies, physical education, art, shops, and music.

3) A third aspect of organization will be the grouping of students for both instructional and residence purposes. The pupils might be distributed randomly among "houses" having approximately 40 students each. It would be possible, however, under this arrangement to establish one or two special houses for particular educational problems presented by some of the pupils.

Within each house, pupils might be subdivided into four groups on the basis of certain educational characteristics. These might be reading, high and low performance; language usage, high and low performance; and mathematics or quantative skills, high and low performance.

Given these criteria, the following arrangements might be made: Group I might be composed of students having relatively high achievement in both reading and math; Group II might be composed of students high in reading but low in math; Group III, of students low in both reading and math and Group IV, of students high in math but low in reading. In this way, most of the important combinations of abilities could be exploited and certain homogeneous groupings would be possible for the arrangement of instructional activities during the second part of the three-part period. Students' activities in the independent study section would, of course, be determined both by their individual characteristics and by their activities in the previous two periods. These subgroups might be reconstituted at various times throughout the term on the basis of continuous performance data gathered on each student.

The organization of the School will depend to a large degree on the provision of both adequate instructional and study facilities. Many of the physical facilities needed will be those that are generally available in most public schools. These would include large rooms seating approximately 40 that would be equipped with the necessary instructional aids. Smaller rooms, accommodating about ten pupils and a teacher, could be used for work with the subgroups. For individual study, pupils could use the library, small conference rooms and, under certain conditions, their own rooms. It will also be important to see that students have adequate equipment for individual study in terms of desk space, chairs, shelves, lighting and space in quiet, controlled, attractive settings. In creating study spaces, some ideas might be adapted from the work done in the University of Southern Illinois' Freshman Study and at the Institute for Behavioral Science in Silver Spring, Maryland.

In-Service Education for Advancement School Teachers - In order to develop further some of the ideas expressed in the planning conference on in-service education, Larry Cuban, Curriculum Specialist for the Peace Corps Project at Cardozo High School in Washington, D. C., prepared a report on an in-service program for both the visiting teachers and permanent staff of the Advancement School. He pointed out that common to most of the criticism that has been prevalent in the past few years of teaching in this country has been the seemingly sound assumption that ill-prepared teachers generate ill-prepared students. Teaching academic content and skills should be only one part of a teachers' central role in the learning process. Of great importance also is the relationship that can foster growth or crush a spirit.

Some school systems have initiated ambitious, wide-ranging programs of professional development that have paid off in their teachers' improved skills, continuing desire to learn, and higher morale. Others have erected only the facades of programs that were without internal structure. To these schools, in-service education meant a series of faculty meetings where the principal or a guest speaker droned on and on, an annual work shop, encouraging membership in teacher associations or announcing opportunities for travel and graduate courses as desirable means of fostering professional growth.

There must be more than a facade of an in-service program for the Advancement School. Its twofold obligation of meeting the diversity of its teachers' preservice training and of continuing their professional growth requires a comprehensive program which should be aimed at recharging intellectual batteries, encouraging experimentation, and further sensitizing teachers to the complexities and subtleties of teaching individuals. More specifically, the program should seek to improve teachers' abilities to diagnose underachievement, understand the effects of deprivation upon children, understand how to motivate underachievers and develop methods and materials that will engage children and facilitate their learning.

Taken together, these goals might be packaged as "professional growth" or "development of professional behavior." Regardless of terminology, the direction of the program should be toward improved and flexible teaching. The visiting teacher upon returning to his local school, should be more knowledgable, more sensitive and more vital and should thus be able to initiate changes in cooperation with his administrator. The in-service program, therefore, should anticipate the creation of islands of educational change throughout North Carolina.

In establishing such a program, certain fundamental questions must be asked. What is essential to a teacher in his craft? Once identified, how can these essentials best be learned? Finally, how can one tell when a teacher possesses these essentials? Answers to these questions could serve as a framework for the in-service program.

Current educational literature reveals a diversity in practice as well as a conflict over aims in developing teachers. Diversity and conflict notwithstanding, quality teaching at the secondary level in rural and urban schools demands competency in at least four essentials: subject field, psychological principles of learning and human development, sociology of deprivation, and the craft of teaching.

Subject field - Recognizing that a teacher must know well what he is teaching, the in-service program should utilize the existing subject competency of the participating teachers and augment it through workshops and discussions with experts and scholars. A series of one- or two-day workshop sessions in various content areas might be held in every 11-week term. To them could be brought recognized leaders in every subject field. For example, in the area of math, those persons working on the frontier of the new math would be invited to spend a few days and share their findings with both resident and visiting teachers. Such an interchange between nationally known content specialists and teachers should increase the subject competency of everyone at the Advancement School. Emphasis, however, should not be on deluging participating teachers with an ocean of subject information. Instead, the program should be directed toward the "how" and "why" of teaching. Actually, there should be no real separation of content from method; in fact, content in the in-service program should be the vehicle for the improvement of teaching skills.

Psychological principles of human development - In developing the Advancement School's program, such questions as the following are likely to be asked. Why are some youngsters underachievers? What is "normal" adolescent growth? Does being Negro or Catholic or rural Southern white mean a different pattern of growth? What does poverty do to a child's personality? Why does a teacher have patience with one child and quickly explode with another? To do an effective job of teaching, questions such as these must be answered. Though much print has flowed through the presses about the "whole" and "individual" child, excess verbiage should not obscure insight.

Some may question that it is necessary to know a pupil's psyche in order to teach well, feeling that if he cannot read, the solution rests in getting him a reading teacher. It is doubtful, however, that the problem's solution is that simple. If it were, it would assume that the adolescent is an anvil to pound, a bottle to fill or a sponge to absorb. But, when a patient dies, the doctor does not blame the corpse. He investigates the causes of death, the circumstances, and other individual characteristics. A good doctor could do no less. This analogy should have merit for teachers. When a student fails to learn, totally blaming the student ignores the forces and environment that shape him. Furthermore, it condemns the student to failure over and over again without ever examining the causes. To teachers who wish to preserve and strengthen a fresh, vital attitude toward their profession and who wish to help the underachiever become an achiever, insights from the psychological disciplines about learning and about adolescence should be a virtual necessity.

The sociology of deprivation - Today one of every three children in major cities is deprived; by 1970, it is estimated that one of every two will be underprivileged. In rural areas, deprivation has been a grim constant for decades. City and farm, black and white, the deprived have become a national concern. It is important, therefore, to learn exactly who they are and how they can be identified.

From the tremendous outpouring of written material on the disadvantaged, a profile of the deprived youngster has emerged. He is poor; his family, most probably, is unstable; desertion, illegitimacy, relatives and lodgers comprise his familial experience. He and his family live in a blighted neighborhood. He brings to school an unfamiliarity with the written word; by the 9th grade, he may be from one to six years retarded in reading. Far more important, positive attitudes toward education, such as the desire to achieve and learn, are crudely formed or entirely missing. The label "underachiever" would certainly apply, but it cannot capture the full meaning of what deprivation really is. This profile, of course, does not account for those who come from rural and urban slums and succeed. But they are the exceptions. The rule is evident in grim dropout statistics, increased delinquency rates, and mounting welfare costs.

Some argue that the schools can do little about this general condition. They think that the communities must be changed before the schools can affect change in their students. Otherwise, any reform initiated within a school will flounder in the morass of ignorance and poverty that exists within a community. They have ignored, however, what schools have done in slums a half century ago for millions of immigrants, the deprived of an earlier generation. They also have ignored recent evidence compiled by the Agency of International Development and the Peace Corps in rural villages and barrios around the world where expanding education has altered the environment and made a crack in the cycle of poverty. Furthermore, closer to home, demonstration projects in urban schools have disproved assumptions about the irreversability of a child's capacity to learn.

Others may question that knowing that Betty has no father or that Barry lives with five others in two rooms will improve the quality of instruction or that understanding what poverty does to a child, his family, and his neighborhood will make a better teacher. Increased understanding of deprivation, however, ultimately involves altering one's assumptions about the education of a child. It suggests employing different strategies which can best be developed by knowing the needs, strengths and weaknesses unique to deprived youngsters. And the deprived do have special needs, strengths, and weaknesses which should be understood and acted upon.

The curriculum is a good example of the application of this thesis in that, if it is properly developed, it should derive from the needs of the student in relation to the needs of society. Disadvantaged children obviously do not have the identical needs that middle-class youngsters do. Alterations, in some instances major overhauls, are necessary. The research of Dr. Martin Deutsch has shown, for example, that deprived youngsters entering kindergarten or the first grade cannot pay attention as well as other children because they have not learned how to screen out irrelevant noise. They also have difficulty in identifying what are commonly thought of as everyday objects because they have had little or no exposure to them. Homes without pencils, paper or books do not encourage reading readiness. Other investigations have shown that disadvantaged youngsters learn more quickly when methods and materials are tangible, specific, and manipulative.

As can be seen from the statistics on income, housing and education for North Carolina, many students chosen for the Advancement School will likely come from impoverished homes. It is, therefore, incumbent upon its teachers to understand the anatomy of deprivation so that its crippling effects can be lessened and students' talents can be released.

The craft of teaching - Objections might be raised to including the "craft of teaching" or "methods" in an in-service program for experienced teachers at the Advancement School. There are several reasons, however, for its inclusion. First, if increased understanding gained from the sociological and psychological study of the individual and his environment results in a more sensitive approach to teaching underachievers, participating teachers could begin to devise materials and methods at the Advancement School geared to underachievement, thereby translating theory into practice.

Second, the laboratory setting of the School should offer opportunities for participating teachers to analyze the process of teaching in depth. What makes one lesson exciting, another a dud? What are the different strategies of maintaining classroom control? What kind of a lesson can "connect-up" with an underachiever? Devising new techniques and developing curriculum material will answer some of these questions and the process of creating different approaches in itself should improve one's teaching. In this fashion, the anatomy of teaching can be studied and implemented.

Third, an interchange of ideas, successful techniques and materials is inevitable among 50 participating teachers and can add immeasurably to each one's repertoire of methods and materials if such a flow is systematically organized. Fruits of this pooling of experiences can be judged within the classroom every day and the permanent staff of resident teachers can provide an additional reservoir of successful methods and materials. The advice of other teachers can, therefore, be brought to the pragmatic test of success within the actual classroom.

Fourth, since the Advancement School students will be underachievers, one to three years retarded in reading, the techniques of reading improvement should be emphasized so that each teacher can become equipped to diagnose reading difficulties and begin remediation. Programed instruction and closed circuit television are other devices which may be useful for the students with which teachers will become acquainted. Experience with these techniques and others should arm teachers with the knowledge and skills necessary to cope with underachievers and deprived students not only at the Advancement School but also in their own schools afterwards.

A theme common to each of the proposed elements in the in-service program is that the competent teacher can never afford to stop growing. Competence is a dynamic, ever changing condition with nothing static or final about it. These elements, if implemented carefully, should spark that spirit of dynamism.

The environment of the Advancement School should, to a great degree, determine the nature of the visiting teachers' learning experiences. Since the School is action-oriented, theories should be continually tested. As an educational laboratory in which theory is not divorced from practice nor work from deed, learning should be nurtured and stimulated far better than in the traditional five-days-a-week, five-classes-a-day situation or in the usual university setting far removed from the pit and arena of classroom teaching.

Participating teachers should play an active part in the learning process. They should filter new knowledge through their experiences and challenge, wherever possible, any discrepancies that arise. Such a dialogue is essential since teachers, like their students, are not anvils, bottles or sponges. "Pour-it-on" techniques would encourage their passivity as well as their students'; the in-service program should favor the "draw-it-out" approach.

It is proposed, therefore, that courses in the psychological disciplines and in the sociology of deprivation each meet twice a week, meeting once as a general lecture-discussion and the second time in small group seminars.

Topics and questions that might be discussed in the course on psychological disciplines could include: the psychological character of an underachiever, the nature of intelligence, the effects of poverty on children's personality, the motivation of children, the psychological effects of race on learning and achievement, and the psychological tools that can help underachievers. Topics that might be included in the sociology of deprivation are: the identification of various types of deprivation, the effects of deprivation on a child and his family, the effects of environment upon intelligence, the character of schools with deprived youngsters, and methods to ameliorate deprivation. Readings, drawn from each field, could be assigned and could form the basis of lecture and seminar discussions. Professors from area colleges and universities, noted authorities and consultants from across the nation might compose the "faculty" of these seminars.

The in-service program in the craft of teaching should also center around seminars meeting twice a week. Since instruction in reading improvement techniques and development of curriculum materials will comprise an important part of these seminars, especially in the early weeks of the term, reading specialists and resident teachers should guide these sessions. Other possible areas of exploration would be teaching students to think, organizing materials effectively and developing valid tests. While these topics should be considered in formal sessions, resident teachers should also be meeting informally with participating teachers to discuss specific methods and materials to use in classes.

Although the courses in the psychological disciplines, in the sociology of deprivation and in the craft of teaching have been presented as discreet areas, they are not. Their interrelationship is intimate and should be apparent. Take, as an example, a case study. In the seminar on psychological disciplines, each participating teacher, after familiarizing himself with the case-study method, might work up a brief on a youngster in one of his classes. Such a study would gather all available raw data on the child. With the working knowledge of what underachievement and deprivation are, coupled with insights on human growth and development, a serious analysis of these data could be undertaken. Group discussion of the case study would inevitably raise questions of method. In view of what has been learned about this youngster, how can he best be taught? What techniques should be employed? What materials will work best with him? Concrete, specific methods would be called for that are inextricably linked in the three courses. Since there is such a fundamental unity, convergence of these areas in seminar discussions should occur frequently.

One question remains of determining the effectiveness of the in-service program. Evaluation is especially difficult when statistical evidence is relatively inaccessible. There is the temptation then to brush aside the whole matter and take refuge in Henry Adam's declaration that the teacher affects eternity. That, unfortunately, would beg the question and accomplish little.

In any experiment certain hypotheses are set forth, evidence is gathered and the hypotheses are proved valid or invalid according to the data collected. For the experimental in-service program, the hypotheses are:

> a) Increased knowledge of the underachiever and his environment will improve the quality of instruction for these students.
>
> b) Traditional techniques and texts are insufficient to meet the challenge confronting the education of children in North Carolina. Thus, the innovation of methods and materials appropriate to underachievers--all students for that matter--under the supervision of highly skilled teachers will improve the quality of instruction of participating teachers.
>
> c) The intimate relationship between theory and practice within the Advancement School in-service program is more condusive to a clearer understanding of what teaching is than a traditional post-graduate and in-service program of professional development.
>
> d) The community of scholars and teachers that will comprise the Advancement School's in-service program will act as a catalyst in deepening the commitment of each teacher and in creating the desire to make constructive changes upon each teacher's return to his local school.

In evaluating these hypotheses, conclusions about the value of the program to individual teachers can be appraised by seeking answers to such questions as: Did the teachers learn? Did they apply what they learned? And most important, have their students learned more? Measuring devices, test designs, and other evaluative instruments will be developed by the research staff at the Advancement School and at the Learning Institute of North Carolina. The data that are gathered will determine the direction that the in-service program takes in future years. This program must develop and change as much as the teachers and students at which it is ultimately aimed.

In general, this design for an in-service program attempts to concentrate the essentials of professional growth into a viable, comprehensive experience; it attempts to match the experimental thrust of the Advancement School with a program that is open-ended, containing potential for growth that will engage teachers--a program that will marry theory to practice. It is an especially difficult task because its success or failure rests less on the written word than on the collective shoulders of the Advancement School's administrators, staff and participating teachers.

In implementing the in-service program, there is an opportunity to create an intellectual ferment which goes beyond the confines of a seminar room. Present will be a community of teachers who care, an experimental setting, and an environment which should foster inquiry. With these ingredients a ferment should occur that can spread the Advancement School program throughout North Carolina. As an experiment, it has no guarantee of success, but it could help develop better teachers, better students, and an improved quality of education.

3. THE PILOT SESSION OF THE ADVANCEMENT SCHOOL

a. Staff Recruitment

The Director of the Advancement School, Dr. Gordon L. McAndrew, was appointed in late June and began immediately to recruit staff both while he was temporarily on the East Coast and when he went back to Oakland, California. Several sources were used in the recruitment of staff. Six of the teachers and/or counselors were Peace Corps volunteers who had recently returned home; others had been informed of the program and were recommended by participants in the conferences. College placement offices were notified, but few of the staff came from this source since their most promising candidates had already committed themselves to other positions for the fall. Several members of the staff had read newspaper stories about the planning of the School and had written to the Governor expressing their interest in the venture. A file had been kept of their names and they were contacted for interviews. Most of the staff, however, were recruited by word-of-mouth, with prospective staff members knowing others who would be both qualified and interested.

In selecting staff, Dr. McAndrew sought teachers and counselors who could relate well to both adolescents and other adults, and who could function in an intimate residential situation. That they had initiative and were venturesome were, he felt, inherent in their interest in applying for positions at the School. Because the student population would be entirely male for the first three terms, all the counselors that were hired initially were men. In addition, he attempted to employ persons with diverse backgrounds and experience in keeping with the interracial, multi-class nature of the School's students.

b. Renovation and Equipment

In mid-August, work began on the renovation of the hospital. Members of the staff who were already on hand first made a room by room analysis of the facility in terms of its utilization for instructional purposes. The architectural firm of Stinson, Hall and Hines in Winston-Salem developed the plans further and hammering, drilling, sawing, and painting began. Since he was without either an office or living quarters, the Director continued to recruit staff and develop plans from the headquarters of the Learning Institute of North Carolina, some 80 miles away.

It was at this stage of development that theoretical planning stopped and pragmatic decision-making began. For instance, although most of the flooring was structurally sound, much of it needed refinishing or new tiling. When the estimated costs for doing this turned out to be astronomical, carpeting was investigated as an alternative. Since the latter was more economical, many of the floors are covered in this fashion. As a result, some may gain an impression that no expense was spared in refurbishing the School, when precisely the opposite was actually the case.

In transforming the sterile, institutional appearance of the hospital into one which would be more inviting and more appropriate for the Advancement School, no major structural changes were made. Instead, a change in atmosphere was accomplished by the use of colors. Most of the walls are white, but sporadically, in the middle of one hall, at the end of another, a section is painted a bright, bold color. In addition, the lounges, dining area, and halls on the main floor are adorned with paintings that have been loaned on a rotating basis by a local art gallery. Free-form statuary is also displayed in the main lobby.

A three-stage renovation process is under way. The first stage focused on the first two floors of the main building and on the three houses that were to be the living quarters of the Director, his family and several other members of the resident faculty. These were what would be the minimum required for a pilot session for 80 students and 10 visiting teachers. The second stage, to be completed when the first full session begins in January, focuses on the balance of the main building. The completion of the third stage by mid-March will allow the School to enroll its maximum of 320 students and 45 visiting teachers in the next term. Refurbishing at that time will concentrate on the adjoining former nurses' quarters.

In order to decide upon the basic equipment to be installed in the School, a variety of equipment and media were explored. During the summer, Dr. Howard Miller had visited the Nova School at Fort Lauderdale, Florida to inspect the instructional equipment being utilized in its individually paced, nongraded program. In addition, William A. Myers, educational technologist for the Advancement School, surveyed installations in New York State and in Chicago. Further ideas for equipping the School were gained from consultations with Cora Paul Bomar, State Supervisor for Library and Instructional Materials Services, Leonard L. Johnson, Supervisor of Library and Instructional Materials Services for the Greensboro (N.C.) Schools , and Donald T. Ely and Arthur Babick from the Center for Instructional Communications at Syracuse University.

As a result, a "teaching machine," the EDEX, that could be used for a number of types of instruction, shelving for the library, and a basic upper elementary school library were purchased. In order to involve as many of the staff as possible in program planning, however, procurement of instructional materials and equipment for use in specific content areas was delayed until shortly before the pilot session began.

c. Meetings with Superintendents

When it became clear that neither staff recruitment nor renovations would have proceeded to the point that instruction for a full quota of 350 students and 45 to 50 visiting teachers could be undertaken in the fall, the question of continuing to plan in a vacuum arose. Rather than having a final summary conference for operational planning, a more appropriate planning activity was called for. It seemed more desirable to have a 6-week pilot session for about 80 students and 10 visiting teachers. Representatives from each of the previous planning sessions would be invited to visit the School during the pilot term to make critical observations. A pilot term would thus provide an opportunity to discover and work out possible kinks in the planning.

With sufficient staff for the trial run and the architect's guarantee that facilities would be ready for a pilot group by November 8, arrangements were made for four regional meetings with superintendents of school districts in North Carolina. The main purpose of these meetings was to discuss procedures for nominating and selecting both students and visiting teachers. The superintendents were asked for suggestions on how this could be done effectively while causing a minimum amount of disruption in the schools. They were also given packets of materials containing information about the Advancement

School, information and application forms for visiting teachers, and student nomination forms.[5] After going over the mechanics of the selection and nomination procedures the meeting was thrown open for suggestions and questions. In this way, the selection process was clarified and problems foreseen by the superintendents were made known.

As a result of these meetings, the staff could iron out such details as obtaining approval from the State Board of Education for counting students attending the Advancement School as present in their local schools. Means were also explored for increasing the pay for substitute teachers in order to alleviate the local school systems' problem of securing adequate replacements for visiting teachers. Many superintendents had experienced a more complicated procedure for nominating students for the Governor's School (a summer program for exceptionally gifted students) and expressed fears that they would arouse students' and parents' interest only to disappoint them when only one or two, perhaps none, of the nominees were accepted. They were reassured that if nominations were made within the criteria outlined, the students would be accepted. If they could not be accepted for one term, they would be enrolled for the next one.

One question could only be solved by waiting to see what would happen. At every meeting, questions were raised about living arrangements in view of the interracial nature of the School. The superintendents were told that students would be assigned to rooms on a random basis with no consideration being given to race. Many expressed thoughts that parents would object to this degree of integration, and the statement, "but that's not the way these children are raised; that's not the way their parents believe," was a fairly typical reaction. Nevertheless, no change was made in this policy and the staff waited to see what would occur when the students arrived at the School with their parents.

A few weeks before the School's opening, there was an incident that particularly demonstrated the need for a pilot session. In the very early stages of planning the School, the terms underachievement and deprivation had to a great degree been equated with one another. Although many of the planning conference discussions brought out that the underachievement criteria of average or above-average intelligence test scores and achievement test scores below grade level would exclude many disadvantaged students whose intelligence scores would reflect their impoverished environments, the staff at the time was oriented much in the direction of deprivation as a primary source of students' academic difficulties. This assumption was shaken considerably by the arrival at the School of a nominee who wanted to have a preliminary look at what he was getting into. Although it was clear to the staff that not every student would arrive in a Lincoln Continental, his arrival in that vehicle and the subsequent discussion with him and his parents awakened the staff to the great variety of youngsters that would probably be enrolled in the School.

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[5] Examples of these materials can be found in Appendix D.

d. The Six-Week Pilot Session

Possibly because the architects had been threatened with having 82 eighth grade boys on their doorsteps if renovations were not completed, the accommodations that were absolutely essential for the operation of the pilot session were ready when the students and their parents arrived on November 8.[6] Plans had been made to have the visiting teachers arrive six days earlier but they were cancelled when their quarters were not yet finished. The visiting teachers came, therefore, at the same time as the students.

The opening ceremonies, which were attended by the students and their parents, the visiting teachers and the permanent staff, the mayor of Winston-Salem, and the president of the National Education Association, were made particularly auspicious by the participation of Governor Terry Sanford. In talking to the students, parents and teachers, the Governor emphasized the honor that had befallen them in being chosen to be a part of the Advancement School's first session.

From the 181 students who had been nominated for the pilot session, 82 were chosen, representing 14 school districts. There were 52 white, 21 Negro, and 9 Indian youngsters. They ranged in age from 12 to 16, with an average of 13.5. Their IQ's averaged 99.8 based on data from the local school districts, with a range from 82 to 116; their reading achievement grade scores averaged 5.4 with a range of grades 3 to 8; their arithmetic achievement scores averaged 5.7 with the same 3 to 8 grade range.

Ten of the 12 applicants for positions as visiting teachers were chosen for the pilot session. Of these, five were Negro, four white and one Indian. They came from six school districts, had taught an average of 13 years, with a range of 2 to 35 years; and ranged in age from 23 to 67. Their subject fields included English, social studies, industrial arts, French, physical education and science. Of the ten teachers selected, eight had A.B. degrees and two had M.A.'s; five were male and five were female; six were married and four were single.[7]

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[6] Information sent to the parents and superintendents concerning admission to the Advancement School can be found in Appendix E.

For the first three days after their arrival, a battery of tests was administered to the students. Included were the Stanford Achievement Battery, the Iowa Silent Reading Test and the Otis Quick-Scoring Mental Ability Test, Form Dn. On the basis of results from these tests, groups were devised to which students were assigned for instruction in language arts and mathematics.

In language arts, three different groups were formed: the high group (in relation to the total student body) was composed of students scoring over 100 on the IQ test and above grade 6 in achievement; the middle group had either IQ's of 100 or more but achievement scores below grade 6, or IQ's below 100, but achievement scores above grade 6; and the low group had IQ scores below 100 and achievement scores below grade 6.

In order to learn more about students' responses to different types of instruction, three approaches were used. For the high group, a core program was used in which materials in social studies were to be used to improve reading and related language skills. This approach promptly failed to the extent that neither language and reading skills nor social studies were taught equally well but, depending upon the orientation of the instructor, one area suffered as the other was emphasized.

An EDEX program was to be the major component of instruction for the middle group. Unfortunately, although a program had been described in advance as suitable to junior high school level boys, there had not been time to review it beforehand. It turned out to be centered around Ben and Joe's teenage problems in finding jobs and was thus somewhat removed from the interests of boys 13 to 15. Nevertheless, a great deal was learned about the value of this type of programed instruction. Though having little interest in the content of the program that was first used, the students responded enthusiastically, were apparently intrigued with the gadgetry itself, and seemed to benefit from the immediate feedback provided by the system. Furthermore, the teacher found that although the materials were not particularly suitable, the system had many advantages in that he could know immediately how each student was responding and was thus enabled to work much more extensively with students on an individual basis. As a result of the experiences with this group, materials are now being prepared in various classes for use with the EDEX system.

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[7] Nomination forms for both students and participating teachers can be found in Appendix D.

The basic materials used with the low group in language arts and reading were Words in Color[8] and Reading for Understanding.[9] The instructor found that the Words in Color was particularly useful for improving students' skills in pronounciation, word identification and recognition. It was also useful in overcoming reading difficulties involving confusion of words produced by a configuration language pattern in which words but not their individual parts are seen. By using Words in Color, children were made particularly conscious of individual letters and letter blends. The Reading for Understanding materials were useful in developing comprehension skills and were particularly adaptable because of their individual pacing.

In the next session, the instruction used with the middle and low groups will be continued with some modifications, but the core program will not be repeated. Added will be a reading clinic to which students will be sent for short periods of time for diagnosis and treatment of specific reading disabilities. When they have progressed satisfactorily, they will reenter their regular language arts class.

In mathematics, efforts were made to build students' basic skills through the development of a program that presented materials designed to elicit positive attitudes toward both mathematics and school. These materials also emphasized the structure of mathematics rather than simply focusing on basic computational skills. Specific units and materials were selected from those of the School Mathematics Study Group (SMSG),[10] the University of Illinois Committee on School Mathematics (UICSM),[11] and State-adopted textbooks. Additional use was made of material designed for use in elementary schools,[12] of exercises produced on spirit duplicator masters,[13] and of TEMAC[14] linear programs. By being freed from the lock-step approach of a single textbook, instruction was quite flexible.

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[8] Caleb Gattegno, Words in Color, Chicago: Learning Materials Inc., Encyclopedia Britannica Press, 1964.

[9] Thelma G. Thurstone, Reading for Understanding, Chicago: Science Research Associates, 1963.

[10] SMSG, Introduction to Secondary School Mathematics, Vols. I and II, Parts 1 and 2, New Haven: Yale University Press, 1963.

[11] UICSM, Mathematics for Secondary Schools, First Course, (experimental edition) Urbana: University of Illinois, 1964.

[12] Wirtz and Botel, Discovery in Elementary School Mathematics, Supplemental Materials, Level F., Chicago: Encyclopedia Britannica Press, 1963.

The instructors found that students had short interest spans and therefore developed segments of instruction that lasted no longer than 10 or 15 minutes. Presentations were concrete and tried to capitalize on the intrinsic motivational factors of such available equipment and material as controlled reader filmstrips,[15] the "Autotutor,"[16] and the overhead projector. Such items as "Cuisenaire Rods"[17] were used because of their concreteness. In addition, one of the student interest groups formed was a MIF (Mathematics is Fun) Club in which students use mathematical applications to construct puzzles, play such games as chess and checkers, and study astronomy.

The remainder of the formal instructional program during the pilot session was devoted to social studies, physical education, and shop. Similar progress was made in the development of the instructional program in these areas.

Although there was no instruction in science, a science teacher was added to the resident staff shortly after the pilot session began. He devoted the pilot session to planning the transformation of a string of rooms that had been the hospital nursery into a series of laboratory, lecture and multi-purpose rooms, a dark room, a niche for a ham radio station, and an office. They are being set up to encourage student exploration in small groups and to facilitate team teaching by taking advantage of the glass windows between each room, making all but the dark room visible from any point. Blinds, however, have been placed on these windows so that the rooms can also be shut off for specific purposes. At any one time, 40 students can be accommodated in a combination of activities such as lectures and demonstrations, reading and research, and laboratory work. The multi-purpose room will be equipped with a science library and with a terrarium, an aquarium, and a vivarium.

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[13] Henry Cieslinski, Modern Mathematics for Grades 6, 7, 8, Spirit or Liquid Duplicator, Hayes School Publishing Company, 1964.

[14] Produced by Encyclopedia Britannica Press, 1962-63.

[15] EDL Mathbuilder, Huntington, New York: Education Developmental Laboratories, 1962.

[16] Autotutor, Mark II, Chicago: Welch Scientific Company, 1962.

[17] John V. Trivett, Cuisenaire Rods, Mathematical Awareness Book, Chicago: Encyclopedia Britannica Press, 1964.

In developing this area for science instruction, advantage was taken of controlled humidity and heat that were available in the nursery and much of the wiring and plumbing installations were utilized in developing the laboratory. In fact, the only basic addition was the installation of a gas line for Bunsen burners. Other features of the nursery which could have been disadvantageous were made functional. For instance, the large windows separating the nursery from the corridor have been made into scientific display cases.

Contacts have been made in the local community with both retired and active scientists who can serve as resource personnel and advisors to special interest groups. A retired electrical engineer will help students build and operate a ham radio station. Local industries have also indicated a willingness to contribute surplus and discarded equipment to the School.

To a large extent the content of the science program will parallel that of the North Carolina 8th grade "Earth Science" course. Much of the material will be open-ended to encourage experimentation and problem-solving through laboratory work which will be based extensively on the Living Science Laboratory[18] material. A TEMAC geology program[19] will also be used and the use of Elementary Science Study[20] materials will be explored. Reference materials will be graded according to reading level so that instructors can direct students to appropriate sources.

During the pilot session, both the utilization of visiting teachers and the in-service program for teachers were minimal. The visiting teachers were assigned to work with the resident teachers but in only a few cases did they receive specific assignments and responsibility. On Saturdays, two seminars were held. One on the sociology of adolescence and deprivation was directed by Dr. David Gottlieb, a sociologist on leave from Michigan State University to serve as research and evaluation director for the Job Corps. The other seminar was directed by Ida Kravitz, reading consultant for the Philadelphia Public

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[18] Living Science Laboratory, Semi-Programed, Chicago: Learning Materials, Inc., Encyclopedia Britannica Press, 1962.

[19] Norman Dolloff, TEMAC Geology Unit, Chicago: Encyclopedia Britannica Press, 1964.

[20] Produced by Educational Services, Inc., Watertown, Massachusetts. To be published by Houghton-Miflin Company in early 1965.

Schools. It was aimed at developing teachers skills in diagnosing and remedying their students reading problems and providing teachers with means to improve students' basic study skills. The in-service program was given low priority in getting the pilot session started, but it was valuable in terms of what was learned about how it could be improved. This can be seen in plans for future sessions in which the suggestions outlined in the conferences and the special report are followed more closely. In the next sessions, visiting teachers will be assigned specific responsibilities for instruction and the in-service program will be more extensive. The Saturday seminars will be continued on an alternate week basis, but they will be followed up by a general seminar and by specific seminars in each subject area. In addition, each visiting teacher will be assigned five students, selected at random, about whom they are to become thoroughly knowledgeable. They will prepare case studies on these students which they will discuss in small group sessions with the social worker and clinical psychologist.

The intensified roles of the visiting teachers will also alleviate several problems felt by the members of the permanent staff during the pilot session. The teachers found it difficult to stay ahead of each days presentation as well as to involve the visiting teachers in instruction and the development of material. With the employment of additional staff, plus the complete and immediate involvement of visiting teachers in instruction with specific classes, the head of a particular academic department will be freed from full time instruction in order to assume major responsibility for the coordination of classes and for the preparation of materials.

The research staff found that little was gained from the three-day testing. While scores from the testing program were used in assigning students to class, there was still a wide range of abilities within each instructional group. In the latter stages of the testing program, many of the students simply rebelled and refused to take the test. Nevertheless, scores on the intelligence test and achievement battery correlated highly (.85) with the scores submitted by the local school systems. It was therefore apparent that tests would have to be devised that differentiated students learning abilities more precisely and diagnosed their academic difficulties. When these instruments are developed, they will be administered to students in their local school systems and will be used in the selection process of both the school's enrollees (experimental group), and comparable control group. Plans were also made during the pilot session for follow-up evaluations of students who had been at the School. Interview schedules are being drafted for use with parents, students, and teachers.

Several other activities supplemented the School's formal instructional program. Student interest groups were formed in such activities as the previously mentioned Math is Fun Club, the School newspaper, an Art Club, a choir, and a typing class. Within Winston-Salem, the students visited Old Salem, a restored early 19th century village; went to a symphony concert, an arts and crafts exhibit, and to a college football game. In addition, a performance was given at the School by a classical guitarist and talks were given by such popular figures as the local collegiate football hero. A tutoring program was started in which over 50 area college students participated. It was aimed at supplementing the work of the faculty and in assisting students on assigned work. It was also hoped that through a personal relationship with the college student, the Advancement School enrollee might be able to identify himself as a prospective college student. Prospective tutors were required to attend orientation and training sessions and to meet with teachers in each of the subject areas they would be tutoring. No Advancement School student participated in more than two tutoring sessions a week. At the end of the first session, a questionnaire was given to tutors in order to evaluate their participation in the School's program. As a result of the responses to this questionnaire, several changes are planned in the tutoring program. Tutoring in future sessions will shift from work in specific areas to development of basic study skills common to all subject areas.

Responses to the questionnaires indicated that tutors wished more materials that would help them in their work with the students. Folders are, therefore, being prepared that will contain lesson outlines, stories, spelling, and vocabulary lists, exercises, as well as instructions for the tutor. In addition, tutors may obtain information about their students in a file that will be made readily accessible to them. Because some confusion arose during the pilot session in locating students and study rooms, tutors will be asked to meet their students in the study hall and will have specific room assignments for their tutoring sessions.

Throughout the pilot session, critical observations were made by those who had participated in the planning conferences. From those who had attended the General Planning Session came Erwin Steinberg and C. Ray Carpenter; Helen Robinson had been at both the conference on Methods and Curriculum and the conference on Research and Evaluation Efforts; James J. Gallagher and Max Beberman had also been at the conference on Methods and Curriculum; Alan Blackmer had been at the meeting on Physical and Cultural Environment and Activities; and Larry Cuban had been at the meeting of the Committee on In-Service Education.[21] In addition, David Gottlieb, who had been at the meeting on Student Selection, Counseling and Continuing Contact, was in consultation with numerous staff members after directing the sociology seminar.

The work of the students improved considerably during the six-week pilot session. In many ways, however, the pilot group students were guinea pigs. Because they could probably benefit from a full term at the Advancement School, they are being invited to return during one of the following school sessions.

In general, the pilot session made several contributions to the development of the framework for an experimental program for the underachievers. It provided the staff with a clearer idea of the types of students with which it would be working. It indicated operational features of the program that would have to be considered in the overall research and evaluation design. It furnished information about the roles in which existing staff could best be utilized and about what additional personnel were needed, clarified the direction that developments in curriculum and methodology should take, and indicated what changes were needed in the day to day operations of the School, the selection process, and the testing program. The pilot session allowed the detailed planning of a research and development program that was a necessary addition to the more general planning conferences.

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[21] A compilation of the reports of the aforementioned can be found in Appendix

VI. CONCLUSIONS AND IMPLICATIONS

The ultimate evaluation of the planning activities described in the preceding section rests in the evaluation of the Advancement School almost three years hence. Their contribution to and influence upon the development of the North Carolina Advancement School should be pointed out, however, as they suggest approaches that states might utilize in inaugurating innovations and experiments in education.

The Advancement School as it exists at the end of 1964 is an extraordinary example of movement from planning to reality in a very short period of time. It acquired legal title to its building on October 1. It had no director until mid-August. As of September 1, there were some broad general ideas in existence but there were no well-defined curricula, no permanent staff, no students, no educational equipment, and not very many ideas about how all these essentials were to be assembled. That the School opened its doors November 8 with an educational program for use with a pilot group of some 80 students, 10 visiting teachers, and a permanent staff of about 20 can be attributed not only to both the long and short range planning activities which preceded the opening and accompanied it, but also to the School's skilled direction and to the concerted efforts of its staff. The quality of the School's staff has been a significant determinant of the effectiveness of planning and of the quality of the School itself.

In developing a theoretical framework from which the School could operate, the conferences reflected the thinking of those who have been leaders in educational research, reform and innovation from throughout the country. Although the Curriculum Improvement Proposal that was submitted to the Office of Education could only reflect at the time the contributions of the general planning session, reports from subsequent planning sessions were sent as supplements and undoubtedly influenced the favorable action taken upon it several months later.

An essential element in the entire planning enterprise and indeed in the operation of the Advancement School itself has been the atmosphere of freedom in which those responsible for the institution's development have been able to operate. This freedom was established early on the assumption that youngsters who would come to the School would be helped most if they encountered and experienced something radically different from that in their own schools. No idea was considered too farfetched in the planning phase and as staff members gradually appeared on the scene this feeling of respect for offbeat notions was communicated to them. As a result, the staff which was gathered during the months of September, October, and November developed a willingness to innovate which became quite contagious. In this way the freedom of the early and more theoretical planning communicated itself to the atmosphere of the School and resulted in more detailed planning decisions during the pilot run which were unfettered by considerations of "the way things have always been done." Such an atmosphere seems from this perspective an almost essential ingredient to the undertaking. It grew from the quality of the people concerned and from the forbearance of those in the State Department of Public Instruction, the Governor's Office, the U. S. Office of Education, the Carnegie Corporation, and elsewhere who have their money or their reputations at stake in the endeavor.

Governor Sanford played a key role in obtaining the participation of conferees who gave considerable time and effort to planning the project with little advance notice. Many of them commented on how impressed they were that the Governor of the State was actually assuming leadership in educational innovation and reform.

The planning conferences would have had greater impact if personnel involved directly in the School's program had been in attendance. It was, however, impossible to appoint such people before support of the program could be assured. Only one member of the staff of the Advancement School, the director of teacher selection and in-service education, was at a planning conference.

Part of the problem of carryover from the planning conferences to the actual operation of the experimental program has been solved by using conference participants as a sort of permanent advisory board to periodically inspect, review, and criticize the School's program. Their observations and subsequent reports during the pilot session were particularly helpful as they could observe various aspects of the School's operation with detachment but from the framework of the planning conferences. They will be asked to make similar observations at periodic intervals in the future. The liaison work of members of the LINC staff has also aided the transfer from theoretical to operational planning.

The entire experience of planning the North Carolina Advancement School makes it clear that there are advantages to both theoretical planning and to practical planning while operations are going on. Each of these has its place in bringing about a new institution. The two together are in a sense the parents, without whose interaction the child would be nonexistent. In the development of a viable program for educational innovation, such as an experimental school which might become a model for similar programs elsewhere, comprehensive planning has been carried on at both levels. Without support for such planning, the Advancement School would not be in operation today.

The Advancement School was planned to be and is an exploratory endeavor with fundamental interests in answering some key questions about how education can do a better job for young people who have not been learning up to their potential. One of the complexities in its early operational phase has been that both planning and organizing initial operations of the School have demanded so much attention that it has been difficult to focus upon research endeavors. But this focus is now being restored. Planning activities are now being recalled as a basis for determining the final research design. With the solidification of that design and its approval by the U. S. Office of Education in the next few months the major planning efforts will come to a close.

APPENDIX A

THE PLANNING SESSIONS

1. Names and Addresses of Participants
2. Information for Participants

PARTICIPANTS IN THE PLANNING CONFERENCES*

I. General Planning Session, February 20-21, 1964, Raleigh

Committee Members

Edward Brice
Director
Adult Education Branch
U.S. Office of Education
Washington, D. C.

C. Ray Carpenter
Professor of Psychology
Pennsylvania State University
University Park

John Ehle
Special Assistant to
the Governor
State Capitol
Raleigh

James W. Fitzgibbon
President
Synergetics, Inc.
226 Hillsboro Street
Raleigh

Winfred Godwin
Director
Southern Regional
Education Board
Atlanta, Georgia

Polly Greenberg
Program Specialist
Cooperative Research Branch
U.S. Office of Education
Washington, D. C.

Nicholas Hobbs
Chairman
Division of Human
Development
George Peabody College
for Teachers
Nashville, Tennessee

Everett Hopkins
Vice-President
Duke University
Durham

John Ivey, Dean
College of Education
Michigan State University
East Lansing

Frederick H. Jackson
Executive Associate
Carnegie Corporation
589 Fifth Avenue
New York

C. D. Killian, Head
Department of Psychology
and Education
Western Carolina College
Cullowhee

Ralph McCallister
Learning Institute of
North Carolina
Rougemont

---

*Titles and affiliations are those held by the participants at the time of the meetings.

Everette Miller
Assistant Superintendent
of Public Instruction
Raleigh

Howard Miller, Chairman
Department of Psychology
School of Education
University of North Carolina
at Raleigh

Joseph Paige
Specialist in Science
Education
Department of Physics
Howard University
Washington, D. C.

I. E. Ready, Director
Department of Community
Colleges
N. C. Board of Education
Raleigh

Terry Sanford
Governor of North Carolina
Raleigh

Erwin Steinberg, Director
Project English Curriculum
Study Center
Carnegie Institute of
Technology
Pittsburgh, Pennsylvania

George Welsh
Professor of Psychology
University of North Carolina
at Chapel Hill

Charles Whitmer, Head
Course Content Improvement
Section
National Science Foundation
Washington, D. C.

Guests

Donald Anderson
Vice-President
Consolidated University of
North Carolina
Chapel Hill

William C. Archie
Director
Board of Higher Education
Raleigh, N. C.

Charles F. Carroll
N. C. Superintendent of
Public Instruction
Raleigh

Samuel E. Duncan
President
Livingstone College
Salisbury, N. C.

Glen Ferguson
Acting Associate Director
Peace Corps
Washington, D. C.

William C. Friday
President
Consolidated University of
North Carolina
Chapel Hill

II. Meeting On Methods and Curriculum, March 16-17, 1964, Raleigh

Max Beberman, Director
Committee on School
Mathematics
University of Illinois
1208 West Springfield
Urbana

Cora Paul Bomar
State Supervisor of School
Library Services
N. C. Department of Public
Instruction
Raleigh

Edward T. Brown
Department of Curriculum Study
N. C. Department of Public Instruction
Raleigh

John Cook
Psychology Department
University of North Carolina at Raleigh

C. M. Edson
Principal
Rocky Mount High School
Rocky Mount, North Carolina

John Ehle
Special Assistant to the Governor
State Capitol
Raleigh

Paul S. Flynn
Supervisor of Audio-Visual Education
N. C. Department of Public Instruction
Raleigh

James J. Gallagher
Associate Director
Institute for Research on Exceptional Children
University of Illinois
Urbana

Nile F. Hunt
Director, Instructional Services
N. C. Department of Public Instruction
Raleigh

Borden Mace, President
Heath de Rochemont Corporation
Boston, Massachusetts

Ralph McCallister
Learning Institute of North Carolina
Rougemont

Louis McGuinness, Specialist
Educational Programs on Juvenile Delinquency
U.S. Office of Education
Washington, D. C.

Howard Miller, Chairman
Psychology Department
School of Education
University of North Carolina at Raleigh

A. H. Peeler, Principal
Price Junior High School
Greensboro, North Carolina

Helen M. Robinson, Director
Reading Research Center
The University of Chicago
Chicago, Illinois

Rual Stephens
Deputy Superintendent of Schools
Atlanta, Georgia

Thelma G. Thurstone
Professor of Education
University of North Carolina at Chapel Hill

III. Committee on Physical and Cultural Environment and Activities, April 9-10, 1964, Winston-Salem

Alan Blackmer
Dean of the Faculty
Phillips Academy
Andover, Massachusetts

Katherine Bloom, Director
Cultural Affairs Branch
U.S. Office of Education
Washington, D. C.

Carl S. Blyth, Director
Laboratory of Applied
Physiology
University of North Carolina
at Chapel Hill

June Crews
Graduate Assistant
Department of Sociology and
Anthropology
University of North Carolina
at Chapel Hill

John Ehle
Special Assistant to
the Governor
State Capitol
Raleigh

James W. Fitzgibbon
President
Synergetics, Inc.
226 Hillsboro Street
Raleigh , N. C.

Palmer G. Friende, Director
Audio-Visual Education
Winston-Salem/Forsyth County
Schools
Winston-Salem , N. C.

Arnold E. Hoffman
Supervisor of Music
Education
N. C. Department of Public
Instruction
Raleigh

William Herring
Executive Director
Winston-Salem (N.C.) Arts
Council

Marvin R. A. Johnson
Design Consultant
Division of School Planning
N. C. Department of Public
Instruction
Raleigh

Ralph McCallister
Learning Institute of North
Carolina
Rougemont

Louis McGuinness, Specialist
Educational Programs on
Juvenile Delinquency
U.S. Office of Education
Washington, D. C.

Howard Miller, Chairman
Department of Psychology
School of Education
University of North
Carolina at Raleigh

Cyril G. Sargent
Program Specialist
Educational Facilities
Laboratories, Inc.
477 Madison Avenue
New York

John M. Shaver
Associate Supervisor for
Audio-Visual Instruction
N. C. Department of Public
Instruction
Raleigh

Rual Stephens, Deputy
Superintendent of Schools
Atlanta , Georgia

Thelma G. Thurstone
Professor Education
University of North Carolina
at Chapel Hill

T. J. Van Metre
Management Consultant
Winston-Salem , N. C.

Allen E. Weatherford, II
Chairman
Department of Physical
Education and Recreation
Education
North Carolina College
at Durham

IV. Committee on Student Selection, Counseling, and Continuing Contact in Home and Local School, May 11-12, 1964, Raleigh

Ella S. Barrett
Supervisor of Guidance
N. C. Department of Public
Instruction
Raleigh

Norman Chansky, Head
Division of Research
School of Education
University of North Carolina
at Raleigh

John T. Dailey
Program Director
Project TALENT
American Institute for
Research
Washington, D. C.

John Ehle
Special Assistant to
the Governor
State Capitol
Raleigh

Otis E. Finley, Jr.
Associate Director
National Urban League, Inc.
14 East 48th Street
New York

Pauline B. Foster
Principal
F. D. Bluford School
Greensboro, N. C.

Ila Gehman
Professor of Child Psychology
Duke University Medical
Center
Durham, North Carolina

David Gottlieb
Department of Sociology and
Anthropology
Michigan State University
East Lansing

Robert C. Hanes
Assistant Superintendent
for Secondary Education
Charlotte-Mecklenburg Schools
Charlotte , N. C.

Frances Johnson, Counselor
Alexander-Graham Junior
High School
Fayetteville, N. C.

Mary Hatley
The North Carolina Fund
Durham

Lucy Herring
Supervisor
Asheville-Buncombe Public
Schools
Asheville, N. C.

C. D. Killian, Head
Department of Psychology and
Education
Western Carolina College
Cullowhee

Ralph McCallister
Learning Institute of North
Carolina
Rougemont

Everette Miller
Assistant Superintendent
N. C. Department of Public
Instruction
Raleigh

Howard Miller, Head
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School of Education
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Carolina at Raleigh

Darwin Newton
Coordinator of Guidance
Charlotte-Mecklenburg
Schools
Charlotte, N. C.

Thelma G. Thurstone
Professor of Education
University of North
Carolina at Chapel Hill

William H. Wagoner
Superintendent
New Hanover County Schools
Wilmington, North Carolina

George S. Welsh
Professor of Psychology
University of North
Carolina at Chapel Hill

V. Committee on the Structure of the Research and Evaluation Effort, May 15, 1964, Raleigh

Carl S. Blyth, Director
Laboratory of Applied
Physiology
University of North
Carolina at Chapel Hill

Michael Brooks
Director of Research
The North Carolina Fund
Durham

Norman Chansky, Head
Division of Research
School of Education
University of North
Carolina at Raleigh

Nicholas Hobbs, Chairman
Division of Human Development
George Peabody College
for Teachers
Nashville , Tennessee

Charles R. Langmuir
Director of Special Projects
The Psychological Corporation
304 East 45th Street
New York

Ralph McCallister
Learning Institute of
North Carolina
Rougemont

Howard Miller, Chairman
Department of Psychology
School of Education
University of North Carolina
at Raleigh

L. W. Phillips
Special Projects in Science
Education Section
National Science Foundation
Washington, D. C.

I. E. Ready, Director
Department of Community
Colleges
N. C. Board of Education
Raleigh

Halbert Robinson
Acting Chairman
Department of Psychology
University of North
Carolina at Chapel Hill

Helen Robinson
Director
Reading Research Center
University of Chicago
Chicago, Illinois

Thelma G. Thurstone
Professor of Education
University of North Carolina
at Chapel Hill

VI. Committee on In-Service Education for Teachers, May 18, 1964, Raleigh

William C. Archie
Director
N. C. Board of Higher
Education
Raleigh

Mary C. Austin
Professor of Education
Western Reserve University
Cleveland, Ohio

Clifford L. Bush
Chairman
Department of Education and
Psychology
Newark State College
Union, New Jersey

William H. Cartwright
Chairman
School of Education
Duke University
Durham , N. C.

Norman Chansky, Head
Division of Research
School of Education
University of North
Carolina at Raleigh

Larry Cuban
The Cardozo Project
Washington, D. C.

Ben E. Fountain, Jr.
Superintendent of Schools
Elizabeth City, N. C.

J. P. Freeman
Director of Professional
Services
N. C. Department of Public
Instruction
Raleigh

Jerry A. Hall
Supervisor of Teacher
Education
N. C. Department of Public
Instruction
Raleigh

Harold Howe, II, Director
Learning Institute of
North Carolina
Rougemont

Ralph McCallister
Learning Institute of
North Carolina
Rougemont

Jasper Memory, Head
School of Education
Wake Forest College
Winston-Salem, N. C.

Howard Miller, Chairman
Department of Psychology
School of Education
University of North Carolina
at Raleigh

Coleman Morrison
Rhode Island College
Student Center
Providence

Arnold Perry, Dean
University of North
Carolina at Chapel Hill

F. D. Shipman, Head
Department of Education
North Carolina College
at Durham

Samuel Syme
Assistant Director
MAT Program
Emory University
Atlanta, Georgia

Thelma G. Thurstone
Professor of Education
University of North
Carolina at Chapel Hill

VII. Meeting on Motivation and Deprivation with Dr. Samuel Shepard, Jr., June 26, 1964, Chapel Hill

Howard Miller, Chairman
Department of Psychology
School of Education
University of North
Carolina at Raleigh

Ralph McCallister
Learning Institute of
North Carolina
Rougemont

Halbert Robinson
Acting Chairman
Department of Psychology
University of North Carolina
at Chapel Hill

Samuel Shepard, Jr.
Assistant Superintendent
of Schools
St. Louis, Missouri

F. D. Shipman, Head
Department of Education
North Carolina College
at Durham

Thelma G. Thurstone
Professor of Education
University of North Carolina
at Chapel Hill

STATE OF NORTH CAROLINA
GOVERNOR'S OFFICE
RALEIGH

TERRY SANFORD
GOVERNOR

January 20, 1964

Mr. Paul Ylvisaker
Director
Public Affairs Division
The Ford Foundation
477 Madison Avenue
New York 22, New York

Dear Paul:

For the past few months we've been working on a special program for which we have high hopes. The program involves at its core the Advancement School, about which you know, and the Learning Institute of North Carolina, a research and development center for the State and for education generally.

On February 20th and 21st we will have, here in Raleigh at the Capitol, a series of informal conferences, trying to get proper focus on this program, and I wonder if you can join me at that time and help us.

The idea is to meet at about 2 p.m. on the 20th, here at my office, and to have dinner that night at the Mansion. After dinner we might want to talk for an hour or so in the library. Then on the morning of the 21st, we can meet again in a session that will end about noon.

We would expect to pay expenses and to furnish a small honorarium to those in a position to receive it. Reservations will be made at the Downtowner Inn, two blocks from the Capitol building.

North Carolina finds itself on the front line right now in many phases of the country's battle against poverty. This session is on the front line of North Carolina's effort. We very much need you to be with us. We need your advice and help, and I will appreciate your letting me know if you can be present.

Enclosed are three documents which pertain to the work at hand. On page 12 of the proposal to the Office of Education is a list of most of the individuals who are to be invited to this first meeting.

With best wishes always,

Sincerely,

Terry Sanford

Enclosures

The North Carolina Advancement School Planning Conference Meeting at the Governor's Mansion in Raleigh, February 20-21, 1964.

(The following statements and questions are presented for discussion purposes only.)

Development to Date

The proposal of the North Carolina Advancement School to the Carnegie Corporation has been approved, and a grant of $500,000 has been made toward the operation of the Advancement School as an experimental laboratory school directed to remedial education for underachievers.

The United States Office of Education through its Cooperative Research Program has approved a Developmental Activities project called "Program and Research Design for a Remedial Residential School for Underachievers," providing funds for the planning of the Advancement School and the Research Center.

The Purpose of this Conference

This conference is the first in a series of planning sessions to design a research and instructional program to attack the problem of underachievement among junior and senior high school students in North Carolina. By underachievement we do not necessarily mean that the emphasis will be on students who are in the bottom half of their class, for, indeed, they might be in the top half but in a school which is not properly functioning. In other words, we could mean either of the following types of students: (1) those who are in a poor school and are doing well, are properly motivated and believe they are successful; they might be unaware that they rank low in terms of national norms. (2) students in a school who are not living up to their superior potential.

In either case, we intend to emphasize students of superior potential, above average in native ability, who are academically below average in basic educational skills--reading, writing, and/or arithmetic.

In the weeks ahead, we will hold conferences on the following aspects of the development of the school: types of pupils and how to select them, teaching methods, curriculum, counseling and continuing contact in the home and local school, teacher selection and training, cultural and physical environment, and structure of the research and evaluation effort. The smaller work sessions will have two or three national experts working with North Carolina representatives to derive solutions to the specialized problems which the educational center will encounter.

A final summary conference including many of the consultants and the North Carolina participants, along with representative public school leadership, will be held in August to put the recommendations in final form and make them operational for a program staff.

It is planned that the School will get under way in late September or early October at the facility made available by the City of Winston-Salem, recently used as the City Hospital. Six brick and two wooden buildings contain 120,000 square feet of space. They will comfortably house 350 students, 50 teacher trainees, and the necessary counselors. Also available are 27 classrooms and 25 offices, a dining room seating 350, and a research center area of over 2,500 square feet. The buildings are on 10 acres, near downtown Winston-Salem.

At the present session we hope to gather general views about the project and to plan the seven work-session conferences which are to follow. Each of these work sessions ought to be given a number of questions to answer. We are now asking questions more than we are answering them.

We expect to hire a session chairman for each of these smaller conferences, somebody who later can work in the school. Your suggestions for people to be employed are needed, as well as your suggestions of people who might be invited to the conferences themselves.

The following outline is presented for your critical comment. We would like to confine our discussion to no more than thirty minutes for each topic.

I Educational Objectives

One goal of the school will be to diagnose basic academic weaknesses and to improve skills in these areas. This will probably be done by means of new teaching devices, materials, methods, and groupings developed by the accompanying research center. Another goal will be to remedy something equally important as the pupil's skills: his attitude toward the relevance of high school for him. Through social, art, shop, writing, science, music, leisure, and living activities, probably available only in a residential setting, we hope to create in the student a new image of what school and teachers can mean for him, and revised aspirations for himself as a learner.

A. For the Student

1. Improvement in basic skills, i.e., reading, spelling, speaking, writing, arithmetic.

2. Improvement of attitudes and personal characteristics, i.e., self-confidence, positive attitudes toward learning, teachers, school, vocations, health.

3. Further objectives for students?

B. For Teachers (Trainees)

A director of teacher education will provide guidelines for intensive in-service training and experience for the teacher-student. The teacher-student will be released from her home school to accompany a small group of pupils to the laboratory school, and will reside at the school for a term. She will be the assistant teacher on a team, with a member of the permanent laboratory school faculty as the master teacher of the team. The teacher-student will thus teach her own students while simultaneously gaining experience in understanding and overcoming crippling educational handicaps and failures. She will be a member of the dormitory staff. A team of behavioral scientists including master teachers and administrators at the school will guide her experiences, discuss and interpret them with her, and suggest interesting reading material. The director of teacher education will provide for the dissemination of the experience and findings of the Advancement School through the teacher graduates of the school who will return to their communities and conduct after-school training programs and seminars for other teachers and educational leaders.

1. Identify and diagnose educational problems of underachieving schools and of underachieving students.

2. Improve ability to teach and counsel these pupils.

3. Prescribe educational programs.

4. Communicate new ideas and techniques to others.

5. Further objectives for teachers?

STATE OF NORTH CAROLINA
GOVERNOR'S OFFICE
RALEIGH

TERRY SANFORD
GOVERNOR

2 March 1964

Dr. Everett Hopkins
Vice-President
Duke University
Durham, North Carolina

Dear Everett:

We very much appreciate your presence at the sessions held at the Mansion and in the Senate Chamber to help with the plans for the Advancement School and the Learning Institute of North Carolina. We are exploring and seeking out all the avenues which appear to be promising.

A report is in process, which will be mailed to you when completed.

We want your continuing interest and help, and hope you will write to us as ideas occur to you about the program.

With best wishes always,

Sincerely,

Terry Sanford

STATE OF NORTH CAROLINA
GOVERNOR'S OFFICE
RALEIGH

TERRY SANFORD
GOVERNOR

February 27, 1964

Dr. George Spache
University of Florida
Gainesville, Florida

Dear Dr. Spache:

We are at the beginning of an effort to create a residential school for youth of above average potential who for one reason or another have not learned basic skills. We hope to learn the reasons why some children with good potential fail to learn, and to find or devise methods and materials to alleviate their academic deficiencies.

Material about the Advancement School proposal is enclosed along with a statement about the Learning Institute of North Carolina, a research and development center for the State and for education generally.

With support of the U. S. Office of Education, we have a developmental activities program under way to create a program and research design for this remedial school for underachievers.

On March 16 and 17, Monday and Tuesday, we are having here in Raleigh at the Capitol a first meeting of the Committee on Methods and Curriculum for the Advancement School. The first session will begin at 9 o'clock Monday morning in the Senate Chamber, and the final session will conclude at noon on Tuesday. We would like you to join us at that time and help us on this phase of the program.

We will pay expenses and furnish a small honorarium to those in a position to receive it. Reservations will be made at the Downtowner Inn, two blocks from the Capitol building.

I am enclosing information about the general plans for the development of the School. Mr. Ralph McCallister, who is working with us on this project, will send you within a few days an outline of the assignment for the methods and curriculum committee. We hope you can be with us.

With best wishes always,

Sincerely,

Terry Sanford

LEARNING INSTITUTE OF NORTH CAROLINA
Temporary Address: State Capitol Building
Raleigh, North Carolina

March 9, 1964

Dr. Max Beberman
College of Education
University of Illinois
Urbana, Illinois

Dear Dr. Beberman:

We are very glad to have word from Governor Sanford's Office that you will be able to attend the meeting of the Committee on Methods and Curriculum for the North Carolina Advancement School, to be held in Raleigh, Monday and Tuesday, March 16th and 17th.

The enclosure will give you the details about the schedule, and a statement of the assignment the committee will undertake.

We hope you will have had the opportunity prior to the meeting to read the two documents enclosed with the letter of invitation from Governor Sanford.

Members of the Committee from out of town will stay at the Downtowner Motor Inn, two blocks from the Capitol. Governor Sanford has invited the Committee to meet with him at the Mansion at three o'clock on Monday; otherwise, the sessions will be in the Senate Chamber at the Capitol. Your office may want to have the telephone numbers of the Inn, and the Capitol, which are noted.

The Advancement School development offers an opportunity to get at some of the basic problems of education for youth of above average potential, who are badly handicapped academically. We are delighted that you are going to help us in this effort.

Yours sincerely,

Ralph McCallister

Enclosure

Meeting of the Committee on Methods and Curriculum for the North Carolina Advancement School, March 16-17, 1964, Raleigh.

Headquarters:	The Downtowner Motor Inn
Telephones:	State Capitol Office - TE 4-3611, Ext. 7070
	The Downtowner - 833-5771 Area Code 919

SCHEDULE

Monday	10:00 A. M.	Senate Chamber, State Capitol
	12:15 P. M.	Lunch
	2:00 P. M.	Senate Chamber
	3:00 P. M.	The Mansion
	6:00 P. M.	Dinner
	8:00 P. M.	For Work Groups
Tuesday	9:30 A. M.	Senate Chamber
	12:15 P. M.	Lunch
		Adjournment

THE ASSIGNMENT

The Committee on Methods and Curriculum is asked to recommend guidelines, procedures, and staff for the development of a curriculum to serve the first phase of the North Carolina Advancement School to be opened in Winston-Salem in September, 1964.

The Advancement School is to be an experimental, residential laboratory school for underachievers of normal personality characteristics with above-average potential who, for one reason or another, are behind academically from one to three years. It is assumed that the students generally are deficient in basic education skills, and primary effort should be given to reading, writing, spelling, speech, arithmetic, and study skills. Secondarily, attention must be given to the regular school subjects which the students will miss in their home schools while they are in residence at the Advancement School.

The School will be organized to pioneer in the development and use of the most effective techniques for advancing education.

GENERAL OBJECTIVES OF THE PROJECT

A. To determine specifically what recently developed materials and techniques will help to alleviate educational disabilities in the eighth grade, with emphasis on students of above-average potential, as measured by standard achievement tests and/or school counselors, who are achieving from one to three grades below national norms.

B. To develop new materials and, if possible, new techniques wherever needed, to raise the achievement levels of these students.

C. To work with classroom teachers in arranging suitable curriculum materials, so that these materials can be easily used in the local schools.

The School will test the following hypotheses:

A. Advanced methodology is more effective in teaching underachieving students than conventional methods.

B. Regular classroom teachers, in association with master teachers, using the newest techniques and media of instruction, can learn in three-or four-month periods to make effective use in specific courses of the programmed instruction and media.

C. Materials developed at the residential school are adaptable to the needs of similar types of students in the nonresidential local schools, which are to be selected and involved in the project.

The first group of students will be 350 eighth grade boys from over the State. They will be accompanied by fifty teachers-in-training, who will be recruited from the same schools from which the students come. They will be in residence for a three-month period.

CURRICULUM

As a beginning we suggest the curriculum should involve:

(Basic) Reading Writing Spelling Speech
Arithmetic Study Skills

(Secondary) The prescribed courses from the eighth grade in the schools from which the students will come are:

English Grammar
Literature (readers)
Arithmetic (extension of 7th grade instruction in measurement and review of basic skills)
U. S. History and Western World Geography
Health and Physical Education
Spelling (integrated)
Handwriting (integrated)
General Science (New Program will be Earth Science, some aspects of geology, astronomy, climatology, meteorology, oceanography)

The curriculum should be devised to alleviate the academic deficiencies of the students and to seek to bring them up to the level of their expected achievement in their grade group.

The curriculum should include for purposes of experimentation a maximum use of new teaching devices, materials, methods, and groupings. Attention should be given to the objective of finding materials and methods which can be utilized in the public schools of the State in meeting similar problems.

It is assumed that the materials of the curriculum should be flexible and adaptive to the needs of the individual student.

You will note in the documents sent to you by Governor Sanford the emphasis put on the need to create a school environment, including architectural and cultural factors, which will be stimulating to the students and will enhance their performance.

STATE OF NORTH CAROLINA
GOVERNOR'S OFFICE
RALEIGH

TERRY SANFORD
GOVERNOR

March 20, 1964

Dr. James J. Gallagher
University of Illinois
Urbana, Illinois

Dear Dr. Gallagher:

We very much appreciate your presence at the sessions held at the Senate Chamber and the Mansion to help with developing the curriculum and methods to be employed in the North Carolina Advancement School. I am glad to have word that substantial progress was made.

A report is in process, which will be mailed to you when completed.

We want your continuing interest and help, and we hope you will write us as ideas occur to you about the program.

With best wishes always,

Sincerely,

Terry Sanford

Meeting of the Committee on Physical and Cultural Environment and Activities for the North Carolina Advancement School, April 9-10, 1964, Winston-Salem.

Headquarters: The Robert E. Lee Hotel
North Cherry Street, Winston-Salem
Telephone: 919, 722-6161

SCHEDULE

Thursday	10:00 A. M.	Robert E. Lee Hotel
	12:15 P. M.	Lunch - Hotel
	2:00 P. M.	City Hospital - Winston-Salem
	6:30 P. M.	Dinner - Hotel
	8:00 P. M.	Work Groups
Friday	9:30 A. M.	Report of Work Groups - Hotel
	12:15 P. M.q	Lunch - Hotel
		Adjournment

THE ASSIGNMENT

The Committee on Physical and Cultural Environment and Activities for the development of the North Carolina Advancement School is asked to:

A. to recommend guidelines for the modifications of the buildings and grounds of the City Hospital in Winston-Salem in preparation for the School,

B. to recommend guidelines and procedures for the development of a program in health, physical education and recreation,

C. to recommend guidelines and procedures for the development of a program on cultural and "higher horizons" activities.

The Advancement School is to be an experimental, residential laboratory school for underachievers of normal personality characteristics with above-average potential who, for one reason or another, are behind academically from one to three years. It is assumed that the students generally are deficient in basic education skills, and primary effort should be given to reading, writing, spelling, speech, arithmetic, and study skills. Secondarily, attention must be given to the regular school subjects which the students will miss in their home schools while they are in residence at the Advancement School.

The School will be organized to pioneer in the development and use of the most effective techniques for advancing education.

GENERAL OBJECTIVES OF THE PROJECT

A. To determine specifically what recently developed materials and techniques will help to alleviate educational disabilities in the eighth grade, with emphasis on students of above-average potential, as measured by standard achievement tests and/or school counselors, who are achieving from one to three grades below national norms.

B. To develop new materials and, if possible, new techniques wherever needed to raise the achievement levels of these students.

C. To work with classroom teachers in arranging suitable curriculum materials so that these materials can be easily used in the local schools.

The School will test the following hypotheses:

A. Advanced methodology is more effective in teaching underachieving students than conventional methods.

B. Regular classroom teachers, in association with master teachers, using the newest techniques and media of instruction, can learn in three- or four-month periods to make effective use in specific courses of the programmed instruction and media.

C. Materials developed at the residential school are adaptable to the needs of similar types of students in the nonresidential local schools which are to be selected and involved in the project.

The first group of students will be 350 eighth grade boys from over the State. They will be accompanied by fifty teachers-in-training who will be recruited from the same schools from which the students come. They will be in residence for a three-month period.

PHYSICAL AND CULTURAL ENVIRONMENT AND ACTIVITIES

It is assumed that the total environment of the School may be so planned as to enhance the learning process.

Inasmuch as the School is to be residential and must provide for the students seven days a week, major emphasis must be given to health, physical education and recreation.

A program of cultural activities to enrich and broaden the experience of the students also represents an important objective for this phase of the program. Plans to take advantage of the cultural resources of the community need to be made.

The physical and cultural environment and activities will supplement the curriculum and will have, no doubt, an important bearing upon the learning process and the development of constructive attitudes toward learning.

Meeting of the Committee on Student Selection, Counseling and Continuing Contact in Home and Local School for the North Carolina Advancement School, May 11-12, 1964, Raleigh.

Headquarters: The Downtowner Motor Inn
309 Hillsboro Street
(two blocks west of the Capitol)
Telephone: 833-5771

Learning Institute of North Carolina
State Capitol Office
Telephone: TE 4-3611, Ext. 7070

SCHEDULE

Monday	10:00 A. M.	Senate Chamber, State Capitol
	12:15 P. M.	Lunch, The Downtowner
	2:00 P. M.	Senate Chamber
	6:00 P. M.	Dinner, The Downtowner
	8:00 P. M.	Work Groups
Tuesday	9:30 A. M.	Senate Chamber
	12:00 P. M.	Luncheon with Governor Sanford at the Queen Anne Room of the Velvet Cloak Inn.

THE ASSIGNMENT

The Committee on Student Selection, Counseling and Continuing Contact in Home and Local School is asked to recommend guidelines, procedures, and staff for this phase of the activity of the North Carolina Advancement School.

The Advancement School is to be an experimental, residential laboratory school for underachievers of normal personality characteristics with above average potential who, for one reason or another, are behind academically from one to three years. It is assumed that the students generally are deficient in basic education skills, and primary effort should be given to reading, writing, spelling, speech, arithmetic, and study skills. Secondarily, attention must be given to the regular school subjects which the students will miss in their home schools while they are in residence in the Advancement School.

The School will be organized to pioneer in the development and use of the most effective techniques for advancing education.

GENERAL OBJECTIVES OF THE PROJECT

A. To determine specifically what recently developed materials and techniques will help to alleviate educational disabilities in the eighth grade, with emphasis on students of above-average potential, as measured by standard achievement tests and/or school counselors, who are achieving from one to three grades below national norms.

B. To develop new materials and, if possible, new techniques wherever needed to raise the achievement levels of these students.

C. To work with classroom teachers in arranging suitable curriculum materials so that these materials can be easily used in the local schools.

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C. Materials developed at the residential school are adaptable to the needs of similar types of students in the nonresidential local schools which are to be selected and involved in the project.

The first group of students will be 350 eighth grade boys from over the State. They will be accompanied by fifty teachers-in-training who will be recruited from the same schools from which the students come. They will be in residence for a three-month period.

Members of the committee have been mailed and are asked to read the following items before the meeting:

A. Developmental Activities Project A--F-033: "Program and Research Design for a Remedial Residential School for Underachievers" with particular reference to pages 4 and 10.

B. Report of the General Planning Session of the Advancement School, page 4, "Diagnostic Procedures, Counseling and Continuing Contact in the Home and School," and page 5, "Types of Pupils and How to Select them."

C. The report of the meeting of the Committee on Methods and Curriculum, page 4, "Learning Autonomy and Enhancement of Self-Respect of Pupils."

D. The report of the meeting of the Committee on Physical and Cultural Environment and Activities.

Meeting of the Committee on the Structure of the Research and Evaluation Effort for the North Carolina Advancement School, May 15, 1964, Raleigh.

Headquarters: The Downtowner Motor Inn
309 Hillsboro Street

Telephones: Area Code 919
State Capitol Office: TE 4-3611, Ext. 7070
The Downtowner: 833-5771

SCHEDULE

Monday	9:00 A. M.	Senate Chamber, State Capitol
	12:00 P. M.	Lunch
	2:00 P. M.	The Senate Chamber (Governor Sanford will meet with the group from 2:00 P. M. to 3:30 P. M.)
	5:00 P. M.	Adjournment

THE ASSIGNMENT

The Committee on the Structure of the Research and Evaluation Effort for the North Carolina Advancement School is asked to recommend guidelines, procedures, and staff for an approach to:

A. Exploring the causes of underachievement and educational disability through standard and new diagnostic devices.

B. Finding or devising effective teaching devices, techniques and materials for students at the special school which will be usable in the home schools for the returning students and their associates.

C. Developing methods of evaluating the success of the School.

D. Experimenting with various approaches to in-service teacher education for the teachers who come with the pupils.

E. Applying the findings of psychology and sociology to the problem of putting home school administrators and teachers on the side of progress and improvement in learning.

GENERAL OBJECTIVES OF THE PROJECT

A. To determine specifically what recently developed materials and techniques will help to alleviate educational disabilities in the eighth grade, with emphasis on students of above-average potential, as measured by standard achievement tests and/or school counselors, who are achieving from one to three grades below national norms.

B. To develop new materials, and, if possible, new techniques wherever needed to raise the achievement levels of these students.

C. To work with classroom teachers in arranging suitable curriculum materials so that these materials can be easily used in the local schools.

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C. Materials developed at the residential school are adaptable to the needs of similar types of students in the nonresidential local schools which are to be selected and involved in the project.

The first group of students will be 350 eighth grade boys from over the State. They will be accompanied by fifty teachers-in-training who will be recruited from the same schools from which the students come. They will be in residence for a three-month period.

APPENDIX B

CURRICULUM IMPROVEMENT PROPOSAL

Submitted to the U. S. Commissioner of Education
Under the Provisions of Public Law 531

Project Title	:	The Development and Evaluation of an Experimental School for High Potential Underachievers.
Submitted By	:	North Carolina State Board of Education, Raleigh, North Carolina
Initiated By	:	John Ehle, State Capitol, Raleigh North Carolina. Phone: 829-3615; Home Phone, in Chapel Hill: 942-5024
Transmitted By	:	Charles F. Carroll, Secretary State Board of Education, Raleigh, North Carolina
Date Transmitted	:	February 28, 1964

Principal Investigator: Co-Directors: Harold Howe, II and Gordon L. McAndrew

Submitting Institution: Board of Education, State of North Carolina

Total Federal Funds Requested: $1,344,563

Duration of Project: Three Years

1. Abstract

A. Objectives.

The Advancement School is an experimental residential school for students of above-average potential who are achieving at below grade level according to standardized achievement tests. The purpose of the School will be to develop and test improved means for educating these students. The School will focus on developing basic skills, such as reading, writing, arithmetic and studying, and the promotion of attitudes and motivational patterns which lead to effective performance.

B. Procedures.

Three hundred and fifty eighth grade students of above-average potential (those who have an approximate intelligence range from normal to superior as measured by ability tests, and/or who seem to school advisors to have the potential to go on to college), but who are achieving from one to three grade levels below national norms, will be brought to a residential school for three or four month periods so that a concentrated effort can be made to correct their educational deficiencies.

Fifty classroom teachers will be brought to the School each term to assist the staff with the preparation of the instructional program in the School and its evaluation. They will be chosen from the same schools as the students, one teacher for each seven students.

The materials and programs of the School will be made available to these teachers for use and further testing in local schools.

2. Rationale

Not only does North Carolina have a dropout rate which approximates 50%, but also there is poor achievement in many of its schools, particularly those in the rural areas and in some of the economically disadvantaged sections of the towns and cities. The average student in the ninth grade in North Carolina is 3/10ths of a grade behind the national norms in reading ability; by the time he gets to the 12th grade, he is 1-1/2 grades behind.

In an age which requires more and more knowledge of its workers and citizens, this is not an acceptable result. We have for many years blamed the students for not learning, but we must now begin to look more critically into the system itself. No doubt part of the problem is in the local school, in the way we try to teach children who come from non-verbally-oriented homes; part of the problem is in the neighborhoods in which these children live.

Realizing the extensive nature of the problem, the State has moved to meet it by increasing the public school budget by 51% in the past three years, and our college and university budgets even more. It put a 3% tax on food to pay for this expansion.

State leaders then began a series of special projects, most of them foundation supported. One was the Governor's School, a special school for gifted students, which puts an emphasis on and gives a reward for attainment in academic and artistic work in high school.

Another was the North Carolina Fund, a $10,000,000 privately chartered agency which expects to find better ways to break the cycles of ignorance and poverty, to launch comprehensive projects in ten selected communities in the State. These projects will begin in September, 1964.

Another was a $4,000,000 project to seek better ways to teach children in grades one through three in 400 selected schools.

Another, and the most recent, was the Learning Institute of North Carolina (LINC), a research and development agency, privately chartered by the Chairman of the Board of Education, the Superintendent of Public Instruction, the President of the University of North Carolina, the President of Duke University, the Director of the Board of Higher Education, and the Chairman of the North Carolina Fund. The Learning Institute intends to develop programs which will get at the problems in our schools. It hopes through three related but semi-autonomous divisions--(1) curriculum planning, (2) school and project operations, and (3) research -- to find solutions to some of the problems which have to be solved, and solved in this generation, for all our children.

The Advancement School, which will be under the direction of the School and Project Operations Division of the Learning Institute, is one such program. It is intended to concentrate initially on problems in the 8th grade. This grade was chosen because the compulsory attendance law is, for the last year, still in effect for almost all children and because the 8th grade in our State is in large part a review grade in basic courses, grammar and arithmetic among them.

Last winter the Carnegie Corporation of New York made a grant of $500,000 to help finance this project. That was as large a grant as they had made in some time, and the largest in many years made by them to a Southern project. In February, the United States Office of Education awarded a contract of $79,000 to explore the project further.

The total operating and equipment cost of the project is about $3,500,000 for the three-year test period. It is hoped that, during the period, the School will establish itself and be entered into the budget of the State and be supported entirely from State funds. An additional sum of about $250,000 will be needed to refurbish the buildings, and a $200,000 educational laboratory, designed to facilitate both instruction and testing, will be constructed during the first year of operation of the School.

In addition to the money thus far received, it is believed local funds are available to finance many of the remaining needs. Substantial support is being requested from the United States Office of Education. If made available, it will be feasible for the School to open in the autumn of this year.

Financing of all three years is necessary, if the large expense of refurbishing, equipment, and construction is to be justified.

3. General Objectives of the Project

A. To determine specifically what recently developed materials and techniques will help to alleviate educational disadvantages in the eighth grade, with emphasis on students of above-average potential (as measured by standard ability tests and/or school counselors) who are achieving from one to three grades below national norms.

B. To develop new materials and new techniques to raise further the achievement levels and aspirations of these students.

C. To work with classroom teachers in arranging suitable curriculum materials so that these materials can be easily used in selected local schools.

Hypotheses

1. Advanced methodology and materials, such as programed instruction and new media, are more effective in teaching underachieving students than conventional methods.

2. Regular classroom teachers, in association with master teachers, using the newest techniques and media of instruction, can learn in three-or four-month periods to make effective use in specific courses of the programed instruction and media.

3. Materials developed at a residential school are adaptable to the needs of similar types of students in non-residential local schools which are to be selected and involved in the project.

4. Procedures

A. A March 16th and 17th conference of curriculum experts has been arranged. They will establish criteria for the selection and development of materials in order that these phases of the work can begin in April and May. They will also suggest materials that are currently available which may be adapted for use in the Advancement School.

Specifically, criteria will be delineated for selecting materials that will be potentially useful in the following activities of the Advancement School.

1. Remedial work in reading, writing, arithmetic, and other basic skills.

2. Eighth grade courses parallel to those of the North Carolina public schools in literature, American history and geography, geology, math, and grammar. The content in such courses as literature, history, and geology will be related to the students' remedial needs in basic skills

A staff composed of behavioral and social scientists, and of specialists in curriculum and reading, will assemble units of materials selected in accordance with the criteria developed by the conference and in relation to the data available in advance on the characteristics of the probable student body. Thus such factors as the ability levels of the potential student body, as measured by standardized intelligence and achievement tests, as well as their motivatonal--attitudinal patterns, will be considered in developing the initial phase so that the effectiveness of the initial units of material can be adequately measured once the school gets started.

These units and accompanying methods and techniques will be revised or discarded and new ones developed and tested as evaluation of their effectiveness and as further diagnostic testing of the students indicate the need.

In the autumn of this year, approximately 350 eighth grade students and 50 eighth grade teachers of North Carolina will be invited to the School to assist in the evaluation of this material. The students will be volunteers, and will be selected on nomination of the Superintendents of Schools and in cooperation with the Department of Public Instruction. An effort will be made during the first two or three years to concentrate about half the attention of the School on about twenty schools, all located in areas of high dropout; some of them will send one teacher and seven students at a time, and some will send as many as five teachers and thirty-five students at a time.

The remaining participants will be selected from a wider sample of schools serving similarly depressed areas and will include one teacher and seven students from each of these additional schools.

Most of the students who are selected will come from neighborhoods and areas having high dropout rates. Their cultural and economic backgrounds can be expected to be limited. They will be at least one year below grade in reading as measured by standardized achievement tests. They will, nevertheless, have about average intelligence, as measured by standardized ability tests, once one considers the tests in terms of the cultural factors involved, and they might well be expected to have the potential for acceptable academic achievement.

The first group of students will be all male, will come from widely scattered communities, and will be of both the Negro and white races. Later groups may be all girls, but will be otherwise similar in characteristics to the first group.

Three or four terms will be held each year and,while the students will generally come from deprived backgrounds, the composition of the groups may change from term to term in order to experiment with different degrees and types of learning deficiencies. In the course of the entire three-year period, it is expected that about half the participating students will be Negro and more than half will be boys.

During the three-year period, approximately 1/5 of the eighth grade teachers of the State will participate in the Advancement School. They will be selected on a voluntary basis from the Schools of the participating students and may be expected to be representative of the full range of eighth grade teachers in the State. The participating teachers will experiment with curricular materials, methods, and techniques, and will assist in evaluating them.

The School will have its own campus, and the facility is large and excellent, allowing for a wide variety of materials, techniques, and experimental devices which can be adapted for use with students differing in ability levels. Envisioned are programed books, films, teaching machines, and ultimately video tapes, individual television receivers and response buttons, and so forth. In other words, the School will be able to test and evaluate curriculum materials and techniques which have been developed, as well as new ones, in order to find those which are most effective and efficient in helping these students overcome their learning difficulties. (A conference has been arranged for April to discuss architectural and physical arrangements.)

B. The Learning Institute of North Carolina, which will be housed about 80 miles away, will cooperate with the School's staff in developing new curriculum materials. Materials might also be developed by other agencies, such as the North Carolina Film Board and the educational television station in the State, located only 20 miles away. These materials, as well as those previously available, will first be tried out on the students by the School's permanent teaching staff.

As the participating "teachers-in-temporary-residence" become familiar with the materials, they will be encouraged to try out the materials to help determine how they might be improved.

This testing and the subsequent evaluation procedure will be further delineated at the meetings planned for March 16 and 17. An experienced person in curriculum research design and evaluation with several assistants will work continuously with the curriculum development and testing.

C. During the three-year period, it is believed that materials can be assembled which will prove effective in the Advancement School, and which can be used in cooperating local schools by the eighth grade teachers who have helped in compiling and testing them. During this period a continuous follow-up study will be conducted to determine the extent to which teachers have adopted these materials, as well as the effectiveness of the experimental curricula when used with students having similar characteristics to those of the Advancement School and who are studying in the usual, non-residential school situation.

It is not the purpose of the School to prepare materials which would be generally useful in eighth grade courses by any and all students; it is quite possible that the materials will prove to be useful in that way, but evaluation of that will need to be made separately.

Costs of materials for local use will be borne by local sources and are not listed as part of this project.

There are a few other notes pertaining to the operation of the School which are pertinent.

1. The participating teachers in residence, in addition to helping with the preparation and evaluation of materials, will be furnished with information concerning attitudes and characteristics of people from culturally disadvantaged homes and will be introduced to the broad field of underachievement. This informational program will be evaluated in terms of behavioral and attitudinal change of the participating teachers.

2. The permanent staff of the School will be composed of returning Peace Corps and other highly motivated teachers with superior ability.

3. Within the Advancement School will be an evaluation team working to test the effectiveness of the material in the School and in the cooperating local schools. Also involved in the research effort will be the Learning Institute of North Carolina.

4. The follow-up activities on the local level will be carried out in cooperation with the local teacher who attended the Advancement School. That teacher and the students from that School are expected to work together, so that continued work and progress can be made. The teacher will doubtless encourage the local school and the students' parents to consider sympathetically and intelligently changes which very likely

have taken place in the student while he was away. A conference has been scheduled for May to develop this aspect of the School.

5. Full Description of Materials

The curricular materials to be assembled and developed include the following basic-skills areas:

A. Reading materials and methods. The methods to be used include programed instruction, machine-paced techniques, individual and small-group instruction, and television.

B. Writing. Included would be spelling, language usage, vocabulary development, the use of aids such as dictionaries and reference tools.

C. Arithmetic and mathematical materials.

D. Speaking.

E. Study skills.

The curricular materials to be assembled and developed include the following 8th grade courses:

A. American History and Geography.

B. Geology.

C. Literature.

D. Health and Physical Education.

The following types of materials will be considered by the panel on methods and curriculum in terms of their usefulness in the beginning phase of the program of instruction.

Educational Developmental Laboratory Materials

The Science Research Associates Reading Program, Programed Material and Record Books

The Science Research Associates Rochester Occupational Reading Series

The Educational Developmental Laboratories Study Skills Library, Science, Social Studies, Reference

Educational Services Resources, Recordings, Filmstrips, Sound Motion Pictures, Texts and Workbooks, "English Through Pictures," developed at Harvard University by I. A. Richards, Christine Gibson & Associates.

Phonovisual Materials, Aids

U. S. Industries, Inc., Educational Science Programs

Language Master and Card Materials

Phonetic Keys to Reading

Programed Instruction Materials, Reading Manuals and Workbooks, a 12 page listing and evaluation of materials for the junior and senior high school prepared by Dr. George D. Spache at Reading Laboratory Clinic, University of Florida.

6. Provisions

A. Materials will be tested in the Advancement School, where laboratory space, classrooms, counseling rooms, seminar rooms, etc., are available. Further, the materials will be tested in the local schools, by the local teachers who have helped at the School, once they return to their local schools.

B. Evaluation of materials will be a continuing feature of the School, and a research staff will be hired for this purpose, as well as for evaluation of the effectiveness of the materials at the local level. In addition, the Learning Institute of North Carolina will cooperate in overall evaluation and will undertake research projects involving the School and its work.

C. Dissemination will be through the 50 local teachers who are at the School each term. (Please see the section on procedures for further information and dissemination.)

7. Materials Distribution

The materials will be distributed to the teachers who participate in the work of the School each term, as indicated directly above.

The cost of the use and upkeep of the materials will be borne by the local school systems.

In addition to the final report to be prepared for the U. S. Office of Education, publications pertaining to the project will be prepared by the Research Director and the Director of the School and will be released through the Learning Institute of North Carolina to journals, and other publications, and doubtless through the Board of Education and the Department of Public Instruction, to superintendents of schools, to teachers colleges, to legislators, to school board members, and others.

8. Personnel

Chief Investigator and Project Director:

His duties are to administer this project in his capacity as Director of the School, the School's chief administrative officer. His qualifications will include proven ability to administer a complicated educational project and his demonstrated interest in developmental-type school work. (His appointment will be made in March.)

Coordinator for Curriculum Evaluation and Research:

His duties are to work under the Director of the School and to direct the process of evaluating both techniques and materials which are selected for use in the school and in cooperating local schools, and to prepare reports on findings. His qualifications ought to include a Doctor's Degree, probably in Educational Psychology.

Coordinator for Programing and Instruction:

His duties are to work under the Director of the School and to oversee the selection and use of materials, to oversee the production of materials now currently available, and to oversee the instructional program. His qualifications include a Master's or Doctor's Degree in Education or Educational Psychology and experience in curriculum development.

Coordinators for Field Testing and Student Selection:

Part-time officials, their duties are to represent the interests of the School in four districts of the State, and in those districts to help keep contact with cooperating schools and teachers. They would assist in the selection of students, as well as the programs of instruction, evaluation and continuing education at the local level. Their qualifications would include graduate study and sound experience in public school education.

Curriculum Specialists - Participating Teachers:

Their duties are to use and help develop and evaluate materials and techniques selected for use in the School, and later in their local schools, and to help with the continuing education of participating students. Their qualifications include practical experience as teachers, stated interest in working with disadvantaged young people, and stated interest in experimenting with new methods and materials.

"Specialist for Teacher Program on Cultural Deprivation":

His duties are to help the staff and the participating local teachers better understand the nature of the cultural problems which affect the performance of students, particularly students from culturally disadvantaged areas, both rural and urban.

Replacement Teachers:

Their duties are to replace the teachers in the local schools while these teachers are helping with the work in the Advancement School. Their qualifications will be set by the local School Board, in accordance with State Policy.

Programing Associates:

Their duties are to assist the Coordinator for Programing and Instruction in selecting and preparing materials for use in the School. Their qualifications will include a Bachelor's or Master's Degree and they will probably be engaged in graduate work related to this area and will have had some previous teaching experience.

Research Associates:

Their duties are to assist the Coordinator for Evaluation and Research in fulfilling the evaluation and research responsibility of the project. Their qualifications will include a Bachelor's or Master's Degree.

Coordinator of Custodial Staff:

His duties are to work under the Director of the School and to oversee the staffs of the dining room, dormitories, infirmary, buildings and grounds. His qualifications include practical experience in these areas of work and an interest in the function of the School and the welfare of young people.

Consultants: (Those starred are committed.)

*C. Ray Carpenter, '05. Ph.D. Stanford University, '32. Professor of Psychology, Pennsylvania State University. Author and consultant in the field of advanced developments in programed instruction and new media. Chief consultant for the project on research.

*Nicholas Hobbs, '15 Ph.D. Ohio State University, '46. Chairman, Division of Human Development, Peabody Institute. Chief consultant for the project on student motivation and development.

*F. Borden Mace, '20. B. S., University of North Carolina, '45. President of Louis De Rochemont Associates, the film production company; developer of the educational television series Parlons Francais and other educational programs. Chief consultant for the project on the production of materials.

*Helen Robinson, Ph.D., University of Chicago. Director, Reading Research Center, University of Chicago. Chief consultant for the project on reading and related skills.

*George D. Spache, '09. Ph.D. New York University, '37. Director, Reading Laboratory and Clinic, University of Florida. Chief consultant for the project on the selection and training of teachers.

*Thelma Gwinn Thurstone, Ph.D., University of Chicago. Formerly Director of the Division of Child Study, Chicago Public Schools; Professor of Education, the University of North Carolina; author, The Learning to Think Series for Science Research Associates. Chief consultant for the project on curriculum.

The panel on methods and curriculum will meet in Raleigh, March 16-17. A second meeting for some of the members, early in April, is also possible. The members who have been invited are:

Max Beberman	College of Education, University of Illinois, Urbana, (Math)
Cora Paul Bomar	State Supervisor School Library Services, N. C. Department of Public Instruction, Raleigh
Edward T. Brown	N. C. Curriculum Study, Raleigh
Sandra Carpenter	Bowman Gray School of Medicine, Winston-Salem, Psychologist
C. Ray Carpenter	Pennsylvania State University, University Park, Psychologist
C. M. Edson	Rocky Mount High School, Rocky Mount, North Carolina, Principal
Gilbert Finlay	College of Education, University of Illinois, Urbana (Science, elementary)
Paul Flynn	Director of Audio-Visual Education, N. C. Department of Public Instruction, Raleigh
James J. Gallagher	University of Illinois, Urbana
Nicholas Hobbs	Peabody Institute, Nashville, Tennessee
Nile F. Hunt	Director, Instructional Services, N. C. Department of Public Instruction, Raleigh
F. Borden Mace	President, Heath De Rochemont Corporation, Boston

Howard Miller	N. C. State College, Raleigh, Psychologist
Helen Robinson	Professor of Education, University of Chicago
George Spache	University of Florida, Gainesville
Erwin Steinberg	Carnegie Institute of Technology, Pittsburgh
Rual Stephens	Deputy Superintendent of Schools, Atlanta
Lawrence Stolurow	University of Illinois, Urbana
Thelma Thurstone	University of North Carolina, Chapel Hill, Psychologist

9. Facilities

A. In Winston-Salem,a ten acre campus with seven buildings has been made available for the School. The buildings are being vacated now by the main hospital of that section. The total square footage is 120,000. The replacement value of the property is $3,000,000. The buildings will serve adequately 350 residential students, fifty residential teachers, and about twenty residential staff members. The buildings will provide adequate instructional space. Limited recreational space is available on the campus. A dining hall seating 450 can be provided. An educational laboratory will be constructed and outfitted for both group and individualized instruction.

B. In Lowes Grove, which is eleven miles from the University of North Carolina at Chapel Hill, seven miles from Duke University in Durham, and nineteen miles from North Carolina State and the offices of the Board of Education and Department of Public Instruction in Raleigh, two buildings containing 26 offices are available to the Learning Institute of North Carolina on a long-term lease. In addition, ten miles north of Durham, the estate, Quail Roost Farm, consisting of a twenty-room house and several other buildings, is available for use of the Learning Institute of North Carolina for offices, conferences, or production centers. Both facilities are available to the staff of the School for conference and production activities.

C. In Greensboro, Chapel Hill, and Raleigh, the television studios of WUNC-TV, a channel 4 educational station licensed to the Consolidated University of North Carolina are available. The graphics facilities, three studios, and the equipment, including vidicon cameras and tape recorders, are available at nominal cost.

10. Other Information

A. Support is available for this project from three sources other than the transmitting institution.

1. The Carnegie Corporation has made a grant of $500,000 to the Advancement School.
2. The City Council of Winston-Salem has made the ten-acre campus available to the School for $1.00 a year for each of the three years of the proposed experiment.
3. The Learning Institute of North Carolina has made available office and working facilities near the campuses of Duke, North Carolina State, the University of North Carolina at Chapel Hill and the Department of Public Instruction without charge to the project and will help produce materials and complete research work for the School.

B. This proposal has not been submitted to any other agency or organization.

C. This proposal is an extension of a phase of an Office of Education Developmental Activities Program under the Project Title "Program and Research Design in a Remedial Residential School for Underachievers."

D. This proposal or a similar proposal has not been previously submitted to the Office of Education.

APPENDIX C

CONSULTANTS REPORTS OF OBSERVATIONS DURING THE PILOT SESSION OF THE ADVANCEMENT SCHOOL

MEMORANDUM

TO: STAFF

FROM: GORDON MCANDREW

DATE: DECEMBER 28, 1964

Attached are the comments of the consultants who visited the School during the pilot session. You'll recall that we asked these people to be critical and candid. As you see, they were. I'm sure you'll agree with parts and disagree with others. This is as it should be. May I add that all of them consider the venture here one of the most significant and promising developments now going on in this country.

Thank you for the time you took with these people.

With minor editing, the comments are verbatim.

1. Larry Cuban

Based on Ida's Saturday seminar, some reactions of Dave Gottlieb (whom I spoke with on Friday) and conversations with the staff, I've reached a few tentative conclusions. I do realize that you have had only six weeks under your belt, so take the conclusions for what they are worth. Also understand the nature of the hit-or-miss one day visit.

1. The design for an in-service program has only been partially implemented. It is episodic, unsustained, and uncoordinated. Obviously, what is missing is a full time director of teacher education. Sam's division of responsibility between selection and in-service was explained to me and this is unfortunate. The efforts of a talented Ida Kravitz and Dave Gottlieb may be lost without a director to follow through and implement the substance of the seminars. Rather than go into a long sermon on the importance of in-service education, let me just say--it's not a part-time job.

2. From all indications, visiting teachers are not fully participating in the in-service program as planned. One day a week of exposure to imported talent is insufficient on two grounds:

a. If they--the visiting teachers--are talked to or at, not much will happen. This is especially true if the subject matter is academic or theoretical. I felt this happened at Ida's seminar last Saturday.

b. Without any concerted effort to apply, connect, and amplify the work of Ida, Dave, or other consultants on Saturdays, that work may well become isolated in theory and practice from what happens during the rest of the week. More to the point, to say that one day is in-service training day is foreign to the design submitted; everyday should be in-service day for the visiting teachers. It can be done.

3. There appeared to be little work initiated in the area of methods and curriculum. The resident in math had made some moves in that direction. There have been no attempts, as far as I can ascertain, to discuss methods of teaching (except in math) between resident staff and visiting teachers.

4. If the methods portion of the submitted design had not been implemented, neither has the planned psychological disciplines seminar. Joanne and Larry appear to have something like

this planned for the next go-around. The first group of teachers, however, had nothing in this area. Based upon the foregoing remarks, I would recommend the following changes.

A. There must be a full-time director of teacher education. He should coordinate all seminars, follow through on implementing the theory and suggestions made in seminars, encourage and plan for closer ties between visiting teachers, residents and counselors. For example, there should be more interdisciplinary critical observations between visiting teachers, resident staff and counselors. Ideally, the director would also teach one class.

B. The role of visiting teachers should be more clearly defined. Each teacher should be responsible for at least one class in his subject area from the first day of the session. He would be expected to observe, be observed, actively participate in critiques of these classes, attend seminars and, finally, begin developing curriculum materials.

C. More interdisciplinary planning and teaching should be done, especially between English and social studies. Nothing, apparently, has been done thus far. At the eighth grade level, there is a convergence of skills common to both English and social studies, (reading skills, comprehension skills, thinking skills), that could be easily taught through the context of each subject.

D. More exposure to current curricular reforms is needed. Outside of Beberman in math, as I was told, nothing had been done in communicating any of the exciting reforms being initiated in English and social studies throughout the nation. Visiting teachers should have the opportunity to appraise not only curricular reforms but current educational devices. It is not visionary to foresee the Advancement School as a center of curriculum reform for the State of North Carolina.

E. Counselors should teach, if not every day, at least a few classes a week. They should attend certain seminars along with the visiting teachers. What should be avoided is what Alan Blackmer suggested might happen--an over-specialization of function. I could see this occurring especially with visiting teachers, residents and counselors unless their activities overlap and provide a common ground for discussion.

F. A design for evaluation of the in-service program should be drawn up as quickly as possible--apparently little evaluation was made, or will be made, of the first group of visiting teachers. This is unfortunate. Evaluative instruments should be drawn up for the second group and some follow-up should be made on the first set of visiting teachers.

2. Alan Blackmer

What follows is a brief report of my visit to the North Carolina Advancement School December 1 and until 2:15 on December 2. So much seemed to happen, so rapidly, that I'm not sure I will get down here more than a fraction of it. My coming coincided with a moment of uneasiness about the shape of things to come, and I was able to help set in motion a variety of moves which might well have come about without me.

First, I sensed lack of direction and leadership in two areas of basic importance, in the curriculum and in the housemastering (there called counseling). Gordon McAndrew is a really great find for the job, but he needs help in the day-by-day operational details.

So, I recommend, first, a Dean of Students to teach the housemasters how to run an orderly show and how to counsel, to show them how to write reports on the kids, to advise on sticky personal problems, to work out how to communicate with the boys' home schools and parents, to take leadership in working out rules and a philosophy of discipline, etc.

I also see a need for a kind of leader or coordinator of academic affairs. In this area of standards and academic expectations there was some confusion and unhappiness. As I understood it, grades were not given, and teachers relied on their ability to get kids to work because of sheer excitement and curiosity. But (to me, wholly naturally) the youngsters were not doing much, except possibly in math. With Gordon and some of the teachers we began to work toward some reasonable grading and reporting system--with considerable emphasis on rewards, citations, special mentions, etc. for improved effort as well as achievement.

A director of instruction could help to see that assignments in various courses were reasonable in the light of available time, that no subject was demanding more than its share or less, that the best teaching materials were being found, and that teachers were encouraged, kept on their toes. I don't see this as a full-time job. She (or he) could also teach part-time and probably should.

I also hunched, I hope rightly, that the system of two counselors for forty kids, with responsibility divided, was not as good as one counselor with responsibility for twenty. I think Gordon is working toward this reorganization. I was amazed that counselors spent so much time just getting their little charges into the right places at the right times. Some of the trouble, I felt, was not placing enough responsibility squarely on the boys. But, realistically, it was exceedingly difficult with few clocks, few wrist watches, and no buzzer system or bells. Even Andover would be chaos without buzzer and bell. Something will be done about this.

During my time there, Gordon decided to make an unused faculty lounge into a boys' rumpus room for pingpong, etc. and create a new and I think better faculty lounge with faculty boxes, coffee, etc.

I liked the boys and teachers. Somebody did a whale of a good job in a short time to recruit such a good staff.

I saw two big problems on which there was too little time for me to work at all. One is that of the visiting teachers, not yet being used effectively, or trained effectively, some not pulling their weight. The other is these college tutors who may be using too much of the kids' study time without giving compensatory, genuine help. The spirit prompting the tutoring is fine, of course, but maybe it is being overdone.

Also, in connection with both housemastering and staffing in general, I would work toward more ample living quarters for the permanent staff. Each single man should have both a bedroom and a study, even if this means a slight reduction in the number of boys you can house. In every possible and practicable way, you should try to make work at the Advancement School attractive and so minimize staff turnover and loss of good men. I wish it were possible to house a family, or at least man and wife, comfortably right in the building as families are housed in the dorms at Andover. Good single men are increasingly hard to find and to keep even in Andover.

Overall, I am concerned about the public school principle of specialization being carried into a boarding school situation. By this I mean the notion that a person is either a teacher or a counselor or a coach. I know that some of the older teachers shouldn't be housemasters or coaches, but I think that some, if not all of the counselors, should teach and, if possible, coach. You know, the triple threat young man of any boarding school. Otherwise, communication is difficult among specialists and nobody knows or is concerned with the total development of the youngster.

I forget what more we did. I'm going to send back a lot of forms on which we report. Maybe some will be useful.

It's an exciting show. Let me know if I can help in any other way.

3. Helen Robinson

It was a real pleasure to see the school in operation after the planning sessions. I think that all of you are to be complimented for securing a staff, remodeling the building, obtaining students and teachers to begin the program.

I was most impressed by the morale and attitude of the students I saw. They appeared relaxed, eager to learn and had already developed group spirit and loyalty. This is no small feat for a new staff in such a short time.

As you know, I observed in only one room, but I found that the two classroom teachers working with Mr. Russell were enthusiastic and were actually participating in instruction. His approach to the language abilities seemed to be interesting and original. I anticipate that he will profit from this experience and at the same time, I believe that he will produce additional ideas and materials.

I agree that three days of testing at the very beginning is too much. I proposed to Dr. Conant that uniform achievement tests and possibly intelligence tests be administered in the Schools prior to admission. Such a plan would enable the staff to group students better and would reduce the early testing period. Informal diagnostic tests can be given by the members of the team in each language group, perhaps during the first week but without a prolonged testing period.

In my conference with the librarian, she pointed out the disadvantages of the location of the library. Since it cannot be locked, obviously there will be losses. I raised the question as to space for all of the books she had ordered. Apparently the space is too limited. You may wish to examine other possible places to locate the library.

While I was there I heard frequent mention made of in-service training for the visiting teachers. It seems to me that a minimal professional library will be needed for them. Furthermore, they should have time to read and be guided in their discussions. I hope that a good program is developed as time goes on.

This report appears quite meager, but my opportunities to observe and to see people were limited, as you know. If you would like my reaction to any specific factors which I have omitted, please let me know.

Again may I say that the school appears to be off to a good start. With time provided for the master teachers to evaluate, to develop curriculum and materials, the school should realize its potential.

4. Max Beberman

I enjoyed my visit. In particular, I enjoyed working with a class of students. They seemed to be very responsive and very promising.

I was favorably impressed by John Ogle and John Buchanan. They both are very enthusiastic and quite competent. I agree with Buchanan's assertion that the math curriculum for the school should be basically that being used in the State. This will enable the visiting teachers to observe teaching methods and techniques for utilizing remedial materials in the context of the subject matter which they teach at home. (I understand that the State is about to adopt a new math series for grades 7 and 8 which will be "modern" in design. It will be important for Ogle and Buchanan to know which entries appear to be running strong in the race for adoption.)

I agree with Ogle that some class time should be spent on an "advanced" topic such as positive and negative numbers. This would serve to give students a boost since, when they return to their home schools, they will be able to demonstrate that they have been advanced in their work.

Basic skills should be handled on a tutorial basis or on a small group basis. The use of programed instruction depends greatly upon the student's reading ability. If it is used, it should be supervised carefully so that it can be stopped at the first sign of boredom.

I am sending Ogle some materials for his consideration. If he likes them, arrangements can be made for you to purchase them or to print them on your own.

5. Erwin Steinberg

I was pleased with what I saw on my visit to the Advancement School. The administration is good, the teachers seem competent and enthusiastic, and student morale seems to be high. I had not expected to find the students so enthusiastic about their work or so ready to participate in class.

Faced with a class of students so soon after they themselves arrived on campus, the staff has done a good job of beginning. My suggestions, therefore, should not be read as criticisms. I doubt that any other staff could have done more under the circumstances.

Time for Curriculum Development

I would hope that sometime before next September the staff would have some extended period of time to sit down collectively and do some evaluating and further thinking and planning. It cannot continue to operate under the pressure it is now feeling and develop a good curriculum for the Advancement School, let alone one that it can export to other schools in North Carolina.

I recognize and honor the feeling that there are so many students who need help that the Advancement School should continue under a full head of steam. But, in the long run, I think, the educational system of North Carolina will be better served if the School foregoes one group of students and allows the staff to use that time for curriculum development. Perhaps the best time for such work would be this coming summer.

If planning time is not available, the staff will put together an ad hoc program which, at best, will alleviate one or two of the students' obvious deficiencies. I would hope for something better than that.

Given proper time, the staff would be able to consider a number of things. First, they should, I think, sit down together and catalog, on the basis of their experience at the Advancement School, the problems and shortcomings of the students they have worked with. They should then examine that list (or analysis) in the light of the scores the students made on the various tests they took when they entered.

Having decided on the needs of the students, the staff should then move to course and curriculum development, using those exercises, lessons, and units which in the past have proved profitable and developing new materials as needed. Time ought to be available, too, during this planning period, for reading in the professional literature.

Only in this way will there be developed anything other than a catch-as-catch can program.

Visiting Teachers

I would agree that the visiting teachers ought not to be thrown into such an inflexible program that they have no freedom.

But I would suggest that the program for them be formalized a little.

At the beginning, there should be meetings with the permanent staff to discuss such matters as the educational needs of the students, the philosophy of remedial education, the differences between public school and boarding school, the relative permissiveness of Advancement School classes.... After an initial period during which the visiting teachers observe and perhaps teach small groups of students for special purposes, the permanent staff ought to meet to discuss the visiting teachers and decide how quickly individuals among them can be given fuller teaching responsibilities.

There should be regular staff meetings at which permanent and visiting staff evaluate what is being done and plan for the future. I would also suggest other regular weekly meetings at which the visiting staff, under the guidance either of one of the permanent staff or of a consultant, would examine some of the newer curricula which have been developed recently.

If such a weekly curriculum seminar were run, and lectures like the current Gottlieb-Kravitz series were given, it would be appropriate to give the visiting teachers some graduate credit. (This could probably be arranged through the State Universities.) Such credit might help to attract visiting teachers to the Advancement School in greater numbers.

I would suggest that the curriculum seminar be a real seminar and not a lecture series. The individual visiting teachers could be made responsible for leading the seminar in a discussion of the material he or she presented. All discussions should include consideration of the applicability of the ideas of the curriculum being examined to the problems of the Advancement School and the schools from which the visiting teachers come.

Alumni Organization

It would probably be useful to set up an "alumni" organization for visiting staff after they have left. Keeping them informed of what is happening at the Advancement School will probably make them good recruiters for students and other visiting staff. Furthermore, the alumni organization can probably be used as a pipeline to direct new ideas in teaching and curriculum development to North Carolina teachers. A newsletter with brief notes about new trends, useful articles and monographs, research results, etc., would be very helpful to the "alumni." Pasting a buck slip on each copy of the newsletter with a suggestion that the "alumni" circulate it among their colleagues would encourage them to help spread the new ideas.

Summer Institutes

If the visiting staff for next fall could be identified early this spring, they should be encouraged to apply to attend an N.D.E.A. Institute this summer. (There will be ninety of these in English alone.) Institutes for teachers of English, history, geography, mathematics, and the sciences should be available this summer. Information about these institutes can be had from Dr. Kenneth Mildenberger, U. S. Office of Education, Washington, D. C.

A visiting staff member who has attended an institute will be of considerably more use to the Advancement School than one who has not. A statement that a person will be a visiting staff member at the Advancement School in the fall should be a useful credential in making application. If we receive a grant to run an institute in English this coming summer at Carnegie Institute of Technology, we would certainly look very favorably on applications from prospective visiting staff from the Advancement School.

It would probably also be profitable to send some of the permanent staff to institutes. If by this summer the Advancement School has five English teachers, for example, three or four might remain in Winston-Salem to do the planning I suggested above, and one or two might go to institutes.

Since the institutes will be supported by Federal grants, having visiting and permanent staff attend will not cost the Advancement School anything. Tuition is free, and attendees are paid a stipend (I think $75 a week, plus additional funds for dependents).

It is probably too late to do anything about it this year, since universities will have to file their proposals to run institutes by December 30, but perhaps one of the nearby universities could be persuaded to apply for an institute for the summer of 1966 which would be just for North Carolina teachers who are slated to become visiting staff members at the Advancement School. Once again, that would call for identifying such people early--as much, perhaps, as a year in advance in some cases.

* * *

In conclusion, I can only repeat what I said at the start: the Advancement School has made a very good beginning.

6. Jim Gallagher

These comments are limited by the shortness of the visit to the school and by the inability to observe the total operations. Nevertheless, a few personal observations might be made.

I was impressed by the general aura of adventure that seems to permeate the school. Some of the comments that follow are not necessarily suggestions of things not being done but merely confirmation of ongoing activities or of plans now being contemplated.

Liaison Problems - There appears to be a definite need for liaison between school and community along a number of different dimensions. This would call for specific additions in personnel. Much greater communication should be contemplated between the Advancement School and the public schools from which these children came and to which they will be returned. In order to make a good adjustment at the Advancement School, and on the return home, it would seem necessary for some liaison person to be in touch with the programs in both places and be readily available to discuss these with appropriate personnel in both these settings. Such a liaison person can be a valuable addition to the staff but such activities also depend on other decisions regarding selection, one of which would be to take clusters of youngsters from certain geographic areas for a given period of time. It would be impossible for a person to do a good job if the choice of students for any particular group is a random selection across the entire state. If, however, the students were taken by sections or segments, then such liaison activity might be possible.

There needs to be greater liaison between parent and institution. In this respect, the expectations of the Advancement School and what the parents can expect after the child's stay needs to be communicated to the family if in reality it is to be an ally of this program. In this respect, the liaison person to the public schools should likely be an experienced teacher whereas the liaison person with the family should have some background in social work.

Search for Curriculum - It appears that the staff is engaged in an inevitable hunt for program or curriculum materials that to a large degree don't exist. What appears to be particularly important is the establishment of general educational goals by the staff together with the major means to approach those goals. This can be a total staff decision. There probably are curriculum materials that could be adapted to the special circumstances here although it is unlikely that any can be transported whole.

Thus, established communication lines between other major projects dealing with similar problems such as the Greater Cities Projects, the Higher Horizons program, the program in St. Louis directed by Dr. Shepard and others could provide some curriculum ideas that could be adapted to the special circumstances of this school. Nevertheless, it seems that to a large degree, the staff must grasp this nettle themselves and develop much of their own program. If the development of curricula sequences are to be the responsibilities of the staff, this implies that administrative arrangements should be made that would free the teacher for part of the time to accomplish this goal working with other staff members. Such an activity would have the added benefit of increasing the attitude of professionalism and involvement in the members of the teaching staff.

Social Studies Curriculum - It is a sad comment on the current state of curriculum development in this area that social studies is usually regarded as a synonym for physical geography or history. In this respect, I would recommend that curriculum devised around important concepts in human behavior and in sociology be included in the social studies curriculum. Such attempts have been viewed as having limited conceptual value in the past, but need not be so. Indeed, such important concepts as:

> Frustration breeds aggression
> Agression breeds counter-aggression
> In order to receive love, one must give love
> Groups sometimes act differently from any of the individuals in the group

have wide application and would seem to serve a special purpose with a group that has to one degree or another demonstrated certain maladaptive patterns of behavior.

Psychotherapy should not be the only environment in which the individual seeks a greater understanding of himself and his place in the world.

Research and Development - In this general area, I would suspect the major efforts of the Advancement School staff should be, for a considerable period of time, the developmental aspects of a program. The coherent statement of curriculum and goals and specific means to reach the goals would seem to be a necessary prelude to any attempt to evaluate the effect of the school on the youngsters. They have had too many educational research evaluations in which clear experimental design and careful selection of measurement devices were wasted on programs that were poorly conceived or nonexistent.

The control groups that are necessary in this type of investigation often have been thought of in terms of youngsters coming from the same community who would not have the special training experience. Another type of control group could be found in the Advancement School itself, in terms of taking an experimental group for special remedial exercises while leaving another group of similar problem youngsters in with the total program, or with a different program. Also, the pretesting of youngsters for admission to the school offers the opportunity for establishing a particular group as its own control and to measure its growth over a period of time before it comes to the school, then comparing it with the amount of growth while at the school and afterward.

It would probably be wise to provide baseline information by following a group of similar youngsters in their communities over a considerable period of time in order to see what time can be expected to do in the absence of special programing as in the Advancement School.

Counseling and Guidance - It seems to me little question that some type of organized counseling program should be a part of the Advancement School. The question of just how and in what way this takes place has to be considered on a trial basis. This implies a necessary addition to the staff. Such a person could function as a head counselor and should have supervision over the dormitory counselors. The dormitory counselors would seem to be able to provide most of the casual counseling, day-by-day advice, handling of minor arguments or quarrels, etc., but there should be someone who could give professional care when this is necessary. It will be necessary if the students are of the type now described as potential candidates.

Motivation for Learning - It would seem that one of the long range goals of such an operation is the changing of priority of values in the individual students in terms of an increased respect for, and desire for, learning--the virtues of hard work and perseverance, etc. In accomplishing this, one possibility that should not be overlooked is the use of slogans, songs or mottos that could envelop the school. Other schools dealing with this kind of student have used posting of slogans in the halls, giving books away as prizes for special exemplary performance or behavior, or even the development of a school song or inspirational tune such as "You Can Be Better Than You Are" or "Climb Every Mountain." While such efforts sometimes seem corny and unsophisticated to the staff, they should not be rejected by the staff on that basis and might be tried on an experimental basis to see what influence such deliberate and concrete motivational influence devices could have.

Diagnosis and Remediation of Special Learning Problems - While impressed by the role of motivation in learning, it would be, I believe, a definite mistake to conceive of motivation as the sole factor to be considered. Even when poor motivation is undoubtedly present, it may lead to poor learning skills. Even if the motivation is then changed, the poor learning skills remain and have to be dealt with. It would seem desirable on a pilot or trial basis, to attempt to discover what specific individual diagnoses of the process of reading and the process of solving arithmetic problems can do to strengthen the educational programs for these youngsters. It is recognized that it would be impossible to do this type of individual work with all 300 youngsters in the school, but certainly it is within the realm of possibility to consider working with a small group of specially handicapped children in this regard. The establishment of an experimental and control group as suggested by Dr. McAndrew seems feasible and should be one of the important initial investigations to be taken by the Advancement School.

Library - On the basis of a brief overview of the library, I feel that considerable attention should be paid to this aspect of the school. There were many books inappropriate for this type of clientele both by degree of difficulty of the book and the inappropriateness of the subject matter. I recommend setting up a record system that would enable analysis of the types of books used to give guidance for further future additions to the library.

Another possibility would be to establish a type of bookmobile operation in which a cart could be wheeled through the various dormitories to allow the youngsters to select books. Many of these youngsters rarely seek out libraries and it is probably necessary to bring the library to them. A quiet time in the evening, where studying or other quiet activities would be the only acceptable activity, might enhance the desire for reading.

Selection Procedure - It would seem that some careful thought needs to be given to the selection procedures for the school. Unless some strict standards are adhered to, the school will get a rather amorphous collection of all kinds of problems, especially if the interpretation is left to the local school administrators. If there is to be variation in the type of youngsters included, let it be done on an experimental basis with the staff in full control of the situation.

I am impressed with the morale and sense of adventure in the staff. It seems to be off to a much better start than anyone would have predicted some months ago. I hope these few comments might be useful in your continuing operation.

7. C. Ray Carpenter

1. The purposes of the School which should be weighed heavily in all planning and administrative problems are:

a. To conduct research and development work for the purpose of learning how to solve the problems represented by the boys and girls who are selected to attend the School.

b. To transmit the results by various means, including the children themselves, selected teachers, instructional materials, and methods, and well prepared demonstrations and reports, to the schools of the state and nation.

The purposes of the School are not merely to operate a good school, but to operate a school which will probe scientifically the determinants and conditions which are contingent to the "under achievements" in school of normal children in order to develop procedures, methods and materials (perhaps including new educational technologies) for use in regular schools over the state which will significantly increase the probability that the children who are judged to be verging on failing in school may actually complete reasonable programs of instruction and training.

Given the enormity of the job of launching an "experimental" school as defined above, of reconditioning an old physical plant, of selecting a permanent faculty and other staff members, the great test will be to focus all necessary efforts on research and development opportunities and to prevent the demands which arise from establishing and operating a school to drain energies and efforts away from valid research, development, and dissemination activities.

The management and operation of the Advancement School should be in the service of the requirements of a well-conceived, systematic and long term research program.

2. The great and urgent need of the Advancement School is to develop the outlines, designs and purposes of its specific research programs. The valuable results of planning conferences and the content of proposals for grants afford valuable background for detailed "working-drawings" of research plans, but these are not the "drawings".

The group of students (about 85) who attended the School in November and December have served as experimental "dry-run" subjects mainly in relation to the questions about operations of the physical plant and preliminary instructional and management problems. The group also served to suggest research possibilities and limitations. A "natural history" description of this "dry-run" group, when prepared, would be most useful for studying the next group which will enter in January.

I am doubtful that the first 1965 group can be used for controlled experiments. This group, too, should be studied normatively, intensively and systematically for what the students can teach the teachers and research staff about leads for research requirements, limitations and methods of research projects and programs which are worth conducting.

Often in educational research, controls are established before procedures, measures, and instructional resources have been adequately developed and improved to reasonable standards. When this is done the results, when obtained, cannot possibly be of other than preliminary value.

I concur with the recommendations developed in our discussions that several initial groups of students and teachers should be used for research development work and planning. This approach should be discussed at length with the School's advisory committee and consultants.

3. The Advancement School provides a setting for systematic observational work directed, at the present time, toward the objective of defining problems which might be investigated thoroughly and quantitatively.

It may be profitable for the research staff at all levels, administrators, service people and teachers to conduct an inventory or search for important leads, cues and hypotheses which can be briefly described, cataloged and filed for use in planning research. Such information based on direct observations would be an important supplement to the ideas and suggestions made by people who attended the planning conferences.

4. I urge the School to build a strong research staff. The permanent teachers should be selected for their excellence as teachers, for originality, and also for interest in research and creative educational development. I especially urge that every effort be spent to make the School a place where graduate students on both the M.A. and doctoral levels, but especially the latter, be given unexcelled opportunities for dissertation research. Graduate students represent the greatest pool of manpower which is readily available to support a research program.

I shall be most happy to extend and fill out these preliminary notes in discussions with those responsible for the Advancement School.

APPENDIX D

NOMINATION FORMS FOR STUDENTS AND PARTICIPATING TEACHERS

THE NORTH CAROLINA ADVANCEMENT SCHOOL
Winston-Salem, North Carolina 27101

Student Nomination Form

Deadline__________ Term Starting_________ Term Ending__________

INSTRUCTIONS: Students who would benefit from attendance at the Advancement School should be nominated by the superintendent or his designated representative (principal, counselor, teacher). All applications should be in Winston-Salem by the deadline appearing above. Applications received after this date are not assured of consideration for that particular quarter. Students accepted for admission will be notified by their superintendents and shortly after will receive additional information directly from the Advancement School.

Name________________________________ Grade_____ Sex__________

Home address____________________________________ Phone_________

Name of parents or guardian____________________________________

Name of school and address_____________________________________

Administrative unit____

Age____ Date and place of birth_________________ Race_________

Physical handicaps____

Emotional stability____

Test data

	test given	date given	grade			
Intelligence				CA	MA	IQ
Reading				CA	RA	
Arithmetic				CA	AA	
Other						

On the next page and in approximately 300 words, the nominating official is requested to state why this student is being recommended for attendance at the Advancement School. Please include information pertinent to the student's background and attach any documents (test results, health statements, anecdotal records) which might aid the staff of the Advancement School in evaluating the nomination. Include also a specific statement of the student's special interests.

Statement of Student Nominating Official

Date

Signature

Title

This form should be returned to:

Dr. Samuel A. Syme, Jr.
Selection Director
North Carolina Advancement School
Winston-Salem, N. C. 27101

THE NORTH CAROLINA ADVANCEMENT SCHOOL
Winston-Salem, North Carolina 27101

Participating-Teacher Nominee Form

Deadline__________Term Starting__________Term Ending__________

INSTRUCTIONS: Teachers interested in attending the Advancement School should return this completed form to their superintendent (or to his designated representative) for endorsement. The entire application will then be forwarded to the School. All applications (including transcripts, which may be sent separately) should be in Winston-Salem by the deadline appearing above. Superintendents will therefore establish an earlier local deadline. Applications received after this date are not assured of consideration for that particular quarter. Teachers accepted for admission will be notified by their superintendents and shortly after will receive additional information directly from the Advancement School.

Name____Sex________

Home address_____________________________________Phone_______

Name of school and address___________________________________

Administrative unit____

Age_______Date and place of birth_______________Race________

Marital status__________Ages of children____________________

Have you any physical handicap?_______________________________

List colleges and universities attended, in chronological order:

Institution	Years Attended	Degree (date)	Major

If you are a graduate degree student, indicate institution, degree sought, and extent of completion_______________________

List fellowships, scholarships, honors, and professional societies, with dates____

Present position, grade (s) and subject (s) taught______________

Special responsibilities in addition to teaching (coaching, dramatics, etc.)____

Total years of teaching experience, grade (s) and subject (s) taught____

Total years (including the current) in present school system___

List previous teaching positions and dates in chronological order:

List positions other than teaching (including military service) if any:

Have you any special talents or abilities which would stand you in good stead were you selected to attend the Advancement School?

Official transcripts of academic records:

__________________ are enclosed with application.

__________________ have been requested from the institution(s) and will be sent directly to the Advancement School.

__________________________ Date

__________________________ Signature of Applicant

Each nominee will submit as part of his application a statement of approximately 1,000 words, describing his present interest, how they were acquired, why he chose teaching as a career, his reasons for wishing to attend the Advancement School, and his long-range intellectual and career objectives. Materials in this autobiography may supplement, but not merely duplicate, information in the preceding questionnaire. The statement schould commence below.

Confidential Report from Nominating Official

Nominee's name____________________________

Nominations for Participating-Teacher positions will be received from the superintendent or his designated representative who is well acquainted with the present and potential merit of the nominee. It is requested that the nominating official answer the following questions (continuing on the back, if necessary):

What is your estimate of the nominee as a person, as a teacher, and as a leader in the school?

What is your school or school system doing to meet educational problems and opportunities as you see them? How will the nominee contribute to the school upon his return? Please be specific.

Date ____________________ Signature ____________________

Title ____________________

This form, with the questionnaire and intellectual autobiography completed by the applicant, should be returned to:

Dr. Samuel A. Syme, Jr.
Selection Director
North Carolina Advancement School
Winston-Salem, North Carolina

APPENDIX E

Information Sent to Parents and Superintendents About Admission to the Pilot Session of the Advancement School

THE NORTH CAROLINA ADVANCEMENT SCHOOL
Winston-Salem, North Carolina 27101
October 23, 1964

Dear Parents:

I am happy to inform you that your son has been selected for attendance at the Advancement School in Winston-Salem for the session beginning Sunday, November 8 and closing Saturday, December 19.

As you know, the Advancement School is for eighth grade students of good ability who are not doing as well as they should in school. Emphasis will be on reading, writing, arithmetic, and study skills. Attention will be given to developing enthusiasm for school and learning. There will also be physical education and a variety of wholesome recreational and leisure time activities. The entire program will be under the supervision of an experienced and very capable staff.

On the enclosed sheet, "Information for Parents," you will notice that we would like the boys to arrive between 2:00 and 4:00 p.m. on Sunday, November 8. At 5:00 p.m., we will have our first School assembly. Governor Terry Sanford will talk to the students at this time. May I cordially invite you to accompany your son to the School and join us in meeting and listening to the Governor.

Will you please fill out the enclosed "Parental Acceptance" form and return it immediately in the envelope provided. Many students have applied for admission, and we must be certain that students selected will be able to attend. Will you or your family doctor also complete the "Student Health History" form. This may be mailed to us, or your son may bring it with him when he reports on November 8.

May I congratulate you on your son's being selected to attend the Advancement School. We are looking forward to having him with us. In the meantime if you have any question, please do not hesitate to write or call us. (Area Code 919, 723-2986.)

Cordially,

Gordon L. McAndrew
Director

GLM:lmc
Enclosures

INFORMATION FOR PARENTS

I. Dates

The first session of the Advancement School will begin on Sunday afternoon, November 8. Students will return home after the six-week session on Saturday, December 19. Students should plan to arrive on the afternoon of the 8th between the hours of 2:00 and 4:00 p.m. Students may be brought to the School by parents, or may come by bus at Advancement School expense. Students coming by bus will be met at the depot by a member of the Advancement School staff. (See enclosed directions.)

Thanksgiving vacation will begin on Wednesday, November 25, at 3:00 p.m. and will end at 5:00 p.m. on Sunday, November 29. Students will be expected to provide their own transportation to and from home for the Thanksgiving recess.

II. Off-campus privileges

Students may leave the campus in groups of two or more between 1:00 and 5:00 p.m. on Saturdays.

III. Visitors

Visiting hours are between 1:00 and 5:00 p.m. on Sundays.

IV. Bedtime and rising

Students will arise at 7 a.m. and retire at 10:30 p.m.

V. Religious Activity

All students are encouraged to attend the church of their choice in Winston-Salem. Transportation will be provided and arrangements are being made with local churches to welcome the students. Parents who so desire may call for their sons in order to attend church services.

VI. Medical Care

A physician and nurse will be on call at all times and there will be an infirmary on the campus. The School will not provide accident and health insurance for students. Parents may wish to provide for this before the student comes to the Advancement School. If parents currently have school accident insurance for their child, they should determine whether the policy will cover the student while he is at the Advancement School.

VII. Lost or Damaged Equipment

Students will be expected to pay for any equipment damaged or lost through their negligence.

VIII. Credit for Attendance

Regular school credit will be given for work completed at the Advancement School.

IX. Clothing and Personal Articles

Students should bring clothing appropriate for everyday school wear and church attendance. This should include rain apparel. They should also bring tennis shoes for physical education. Gym uniforms, including sweat and swim suits, will be provided by the School. Linens, blankets and pillows, towels, wash cloths and soap will also be provided.

Laundry will be picked up and returned each week. Clothing should be properly labeled with the student's name. Laundry will be free. Students may want to bring their own laundry bag. Any dry cleaning will be done at the student's own expense.

Students should bring personal toilet articles. They may also bring radios and musical instruments.

X. Spending money

Students may bring spending money for personal use (e.g., snacks, movies, haircuts). Boys should not bring an allowance of more than $2.00 a week ($10 to $12 for the six-week session).

XI. School Address and Telephone

The address of the School is simply: The North Carolina Advancement School, Winston-Salem, North Carolina. The telephone number is Area Code 919, 723-2986. Parents are requested not to phone the School except in cases of emergency. There will be a pay phone on campus allowing students to phone home.

PARENTAL ACCEPTANCE FORM

I accept the appointment of my son ______________________________
(name)

to attend the NORTH CAROLINA ADVANCEMENT SCHOOL.

Please check one:

_____ 1. I will drive him to the School on Sunday, November 8, and will arrive between 2:00 and 4:00 p.m.

_____ 2. He will come on the ______________________________
(name of bus)

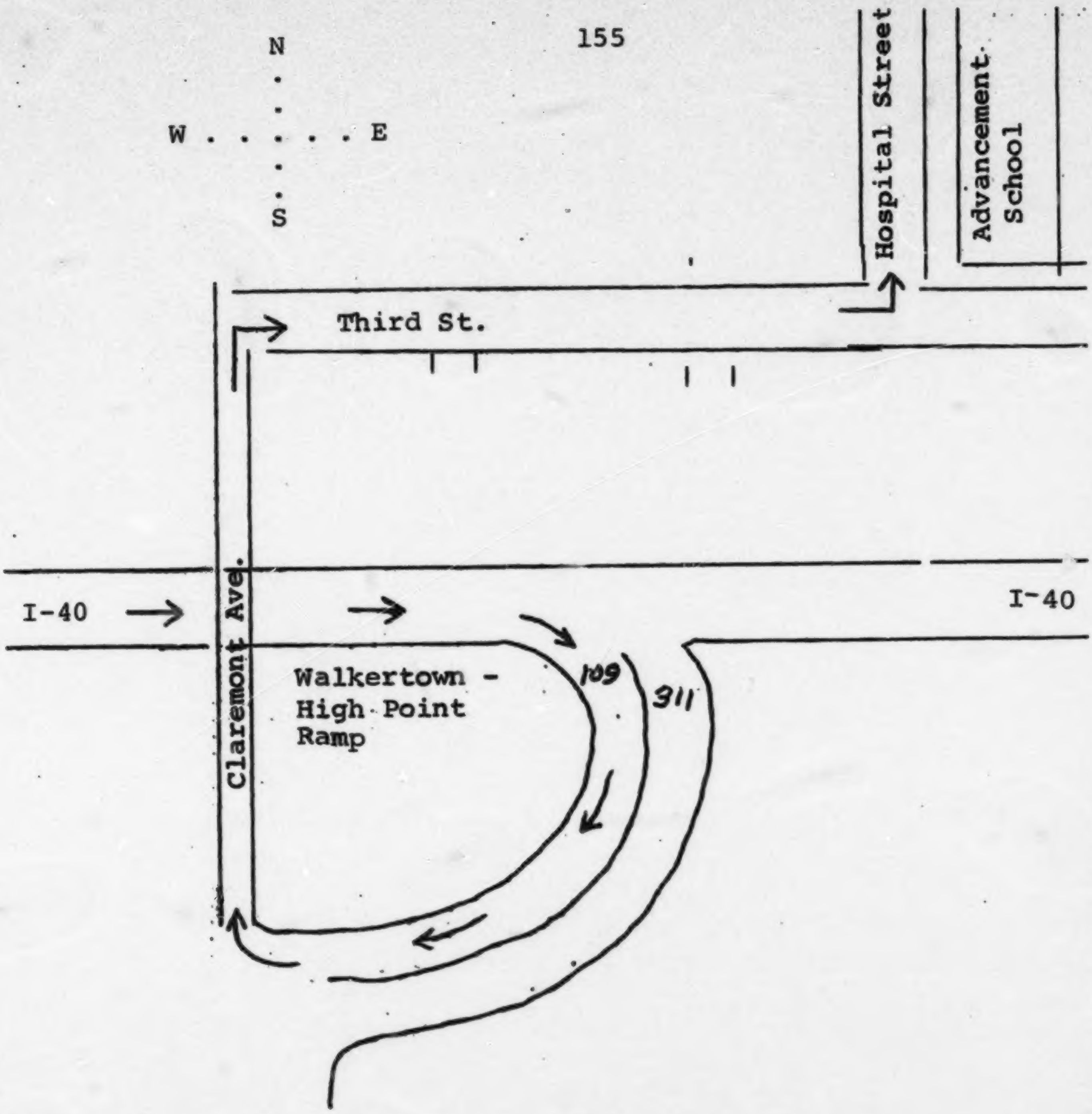
bus arriving in Winston-Salem at _________________.
(time)

The cost of the ticket was ______________________.

(Cost of the student's ticket will be reimbursed.)

____
Parent's Signature

PLEASE RETURN THIS FORM IMMEDIATELY IN THE ENCLOSED, STAMPED ENVELOPE.


N
W
E
S
Hospital Street
Advancement School
Third St.
I-40
I-40
Claremont Ave.
Walkertown - High Point Ramp
109
311

The North Carolina Advancement School is located approximately one mile east of Winston-Salem.

To reach the Advancement School, travel on Interstate 40 to Walkertown - High Point (109,311) exit at Claremont Avenue. Travel north on Claremont for approximately three blocks. Turn right on Third Street, travel three blocks to Hospital Street. The Advancement School is located on Hospital Street.

THE NORTH CAROLINA ADVANCEMENT SCHOOL
Winston-Salem, North Carolina 27101

* October 26, 1964

Dear Superintendent:

The enclosed material was mailed today to each of the 82 students and 10 teachers selected to attend the first term of the Advancement School. The only change of consequence from the original announcement is that teachers will report on the same day as the students--November 8--rather than November 2, and the session will terminate on Saturday, December 19, rather than the 18th.

Plans are now under way to select the class entering January 3. I have been in direct contact with many of you and expect to receive a number of applications for the probable 160 student and 25 teacher places available prior to the November 25 deadline. In the event any of you wishes to nominate participants and needs applications, please let me know and I shall be happy to forward them to you.

In going through the initial applications, I was glad to see that almost all of the students nominated fell within the general eligibility requirements which we outlined at our recent regional meetings. As additional applications are received, I hope that this trend will continue and that the general ratio of seven student nominations and one teacher nomination will also be observed.

In January, I shall write each of you again, providing the dates for the spring term and announcing our plans for the summer session. In the meantime, I hope you will feel free to contact me any time I may be of assistance.

Cordially yours,

Samuel A. Syme, Jr.
Selection Director

* Calls to the superintendents preceded this letter and information to the parents.